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ABSTRACT

The goals, guidelines, policies, and philosophies of the California public schools for elementary through secondary social science education programs are reflected in this document. The framework presented illustrates ways in which the adoption of instructional materials and the development of curricula may be implemented. In addition to outlining the basic educational philosophy, five major goals of social science education are outlined to direct students toward the achievement of civic competence. Programs will be planned to enable students to develop understandings based on data, generalizations, and concepts from the various social science disciplines; develop and practice a variety of intellectual and work-study skills; understand and respect cultural differences and similarities; reflect on society's values and develop and clarify a personal set of values; and participate in activities in the society as individuals and members of groups. Ways in which each of these objectives can be achieved through the social science disciplines and philosophies of the school systems are illustrated throughout the bulk of the document. Program goals for K-12 are outlined along with illustrative objectives for the various grade groups. (Author/JR)

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Social Sciences Education Framework

FOR CALIFORNIA PUBLIC SCHOOLS

KINDERGARTEN AND GRADES ONE THROUGH TWELVE

2

CALIFORNIA STATE DEPARTMENT OF EDUCATION Wilson Riles—Superintendent of Public Instruction Sacramento, 1975

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Social Sciences Education Framework

FOR CALIFORNIA PUBLIC SCHOOLS

KINDERGARTEN AND GRADES ONE THROUGH TWELVE

Prepared by the
Statewide Social Sciences Education Framework Committee

Adopted by the
California State Board of Education

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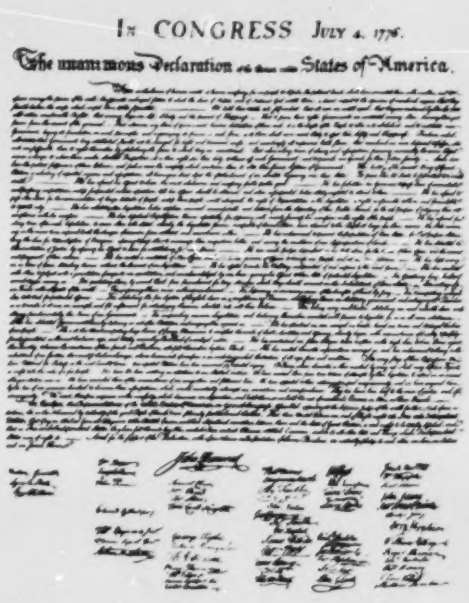
Foreword


IN CONGRESS JULY 4. 1776.

The unanimous Declaration of the thirteen United States of America.

We approach our third century as a nation determined to preserve for our children and the world in which they live those same rights that brought about our Declaration of Independence 200 years ago: life, liberty, and the pursuit of happiness. However, we know that preserving alone will not be enough; our children must understand the personal and social significance of the ideals upon which this country was built, and they must be taught to accept the responsibilities that go with the rights their ancestors declared an independence for. Otherwise, what we preserve today will rot in the hands of the ignorant tomorrow or wither and die on a day no one will remember.

As Alexis de Tocqueville observed in 1831 after his famous visit to our country, "They [the Americans] have a lively faith in the perfectibility of man; they judge that the diffusion of knowledge must necessarily be advantageous, and the consequences of ignorance fatal." I believe that if this man who is credited with making the first systematic analysis of our democracy were to make a similar analysis today, his generalizations about our form of government would be very much the same. We believe, as the author of our Declaration of Independence believed: "He who expects a nation to be both ignorant and free, in a state of civilization, expects what never was and never can be."

In his book *Democracy in America,* de Tocqueville also wrote that we Americans "consider society as a body in a state of improvement, humanity as a changing scene in which nothing is, or ought to be, permanent." I believe that observation is still basically correct. When our people's basic concern was carving out a nation in the wilderness, the schools were called upon to teach children to read and write and compute but not much more. When the need was to train minds for

a technological society, our schools expanded to meet that need as well, with a special emphasis given to the natural sciences. But the times have changed, and if our schools are to continue to prepare our children for the future, they must be changed to provide an education with new emphases.

The *Report of the California Commission for Reform of Intermediate and Secondary Education* identified the problem facing us in public education in this way:

> Because public schools have always mirrored the prevailing culture and times, schools everywhere reflect a troubled society and a troubled youth. Schools today are serving a markedly different kind of young person than they were serving a decade or two ago. They are serving adolescents who have been shaped by upheaval in the home, community, and broader society.

A few sentences later the report focuses on the major problems facing our youth: "Young people now are confronted with confusing and complicated social problems and turmoil that earlier generations never encountered." The report cites these specific problems: "skyrocketing" divorces, low voting records, increased alcoholism, mounting suicide rate, sixfold increase in drug arrests from 1964 to 1973, child abuse of alarming proportions, venereal disease of almost epidemic proportions, and a $10 million annual destruction of schools by vandals.

As alarming as the eight problems just cited are to the future of our society, the ninth and tenth problems cited bother me even more: a 50 percent increase in the high school dropout rate since 1970 and low performance in writing and language skills by high school seniors. I say that because I believe, as de Tocqueville observed, the consequences of ignorance to our democracy are fatal. I must conclude that our failure to graduate one out of every six students entering the ninth grade demands our immediate attention—our most creative thinking. Our children will not solve the problems of their day without the intellectual tools they must have to deal with the complicated social problems they will surely face.

As we look at the statistics of social disorder, including those of our schools, as we try to give meaning to the change that abounds around us, and as we attempt to understand and control our emotions, prejudices, and fears, we open doors of thinking, use tools of thought, and touch emotional levels that earlier generations neither needed nor would have understood. Yet, it seems to me we must be willing to walk these avenues to a human frontier that will help us uncover for ourselves and our children the mysteries of the social sciences just as we uncovered the mysteries of the atom and the moon. Our success or failure in solving the social problems will ultimately determine our survival as a human race.

I am therefore pleased at what I find in this new framework for social sciences education in California, and I congratulate all of those responsible for its development. The focus is on people and their needs as they relate to the larger society. The focus is on thought and action geared to preserving that which is good and progressing toward that which is better. The focus is on an education that helps students act with responsibility as participating members of a democratic society. I commend this document to you who have responsibility for reshaping a social sciences education that will, in the words of the framework itself, "develop responsible citizens who will in turn preserve and continue to advance progress toward a just society."

Superintendent of Public Instruction

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Acknowledgments

The members of the Statewide Social Sciences Education Framework Committee were appointed by the Curriculum Development and Supplementary Materials Commission in April, 1973, and the committee was organized in June, 1973.

During the period in which the *Social Sciences Education Framework* was being developed, the committee sought the counsel of teachers, parents, students, curriculum specialists, and administrators. The committee also met with members of agencies, professional organizations, and community groups. Meetings were conducted throughout the state to ensure that a wide range of diverse opinion would be heard.

This publication is the result of the efforts of hundreds of interested and concerned individuals throughout California. Heartfelt thanks are owed to the committee for its consistent and faithful efforts. Special commendations are extended to David Wampler, secretary to the committee, and to the members of the writing committee and its chairperson, Bettie Pellett, whose services have been well beyond the call of duty. And without the cooperation of the offices of the county superintendents of schools in Los Angeles, Orange, San Diego, and Santa Clara counties, the framework would not have been completed.

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Photo by Silvia Olds

The central purpose of social sciences education is to develop responsible citizens who will preserve and continue to advance progress toward a just society.

Introduction

The central purpose of social sciences education is to develop responsible citizens who will in turn preserve and continue to advance progress toward a just society.

In recommending this *Social Sciences Education Framework for California Public Schools*, the California State Board of Education intends to provide maximum freedom and flexibility for local school districts to develop their programs in ways that are most effective for their students and communities. However, this freedom and flexibility are to be exercised within the requirements set forth in the Education Code, the administrative regulations of the California State Department of Education, the mandates of the State Board of Education, and the goals and objectives recommended in this framework.

Education Code sections 8501 through 8576 contain certain course requirements affecting social sciences education. According to these requirements, instruction in the social sciences must provide a foundation for understanding the following:

- History, resources, development, and government of California and the United States of America
- Development of the American economic system
- Man's relations to his human and natural environment, including the wise use of natural resources
- Eastern and Western cultures and civilizations
- Contemporary issues
- Role and contributions of women, American Negroes, American Indians, Asian Americans, Mexican Americans, and other ethnic groups to the economic, political, and social development of California and the United States, with particular emphasis to be placed on the roles of these groups in contemporary society

Education Code sections 9240 through 9246 also specify certain content requirements affecting social sciences education. According to these requirements, a school district governing board must adopt only those instructional materials that, in its determination, accurately portray the following:

Contributions of men and women in all types of roles, including professional, vocational, and executive roles

Role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, and members of other ethnic and cultural groups to the total development of California and the United States

Role and contributions of the entrepreneur and labor in the total development of California and the United States

Place of human beings in ecological systems and the necessity for the protection of the environment

Effects on the human system of the use of tobacco, alcohol, narcotics, and restricted dangerous drugs

A school district governing board may not adopt instructional materials that, in its determination, contain (1) any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex, or occupation; or (2) any sectarian or denominational doctrine or propaganda contrary to law. In addition, the instructional materials must be accurate.

In January, 1973, the California State Board of Education mandated that the *Handbook on the Legal Rights and Responsibilities of School Personnel and Students in the Areas of Moral and Civic Education and Teaching About Religion* be incorporated into this framework. This Board policy statement, which affirms the necessity of educating youth for civic competence, has been deeply imbedded within this framework. The central ideas of the handbook are to be found in the development of the concepts of citizenship, morality, social control, conflict, justice, freedom, diversity, authority, and property and in studies which focus on Goal III (Diversity), Goal IV (Values), and Goal V (Social Participation).

In response to the concern of the State Board of Education, a statement on human origins is included in the discussion section of Goal III. Guidance is presented to the teacher in dealing with this matter.

In an attempt to provide a foundation on which the State Department of Education, offices of county superintendents of schools, and school districts can develop effective educational programs in the social sciences, certain basic ideas are dealt with in this publication:

1. Philosophy of social sciences education in California
2. Goals of social sciences education:
   a. Concepts—interdisciplinary and disciplinary
   b. Skills—intellectual, work-study, valuing, and social participation
   c. Diversity
   d. Social values
   e. Social participation
3. Program goals for kindergarten and grades one through twelve
4. Illustrative level objectives for kindergarten through grade three; grades four through six; grades seven and eight; and grades nine through twelve

The reader of this publication should be aware that this framework is not a course of study. Implementation materials will be prepared under the guidance of the State Department of Education so that courses of study appropriate to the student and the community can be developed at the school district level.

This recommended framework is presented as the following:

- The policy statement of the California State Board of Education for social sciences education in California public schools, kindergarten through grade twelve
- The base upon which sound criteria for adoption of instructional materials may be written
- The framework within which school district curricula may be designed

Goals of Social Sciences Education in California

In kindergarten through grade twelve, students will be provided programs in the social sciences which will be directed toward the achievement of civic competence. The social sciences programs will be planned to:

I. Enable students to develop understandings based on data, generalizations, and interdisciplinary and disciplinary concepts drawn from the various social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology.

II. Enable students to develop and practice a variety of intellectual and work-study skills appropriate to the social sciences.

III. Enable and encourage students to understand and respect individual and cultural differences and similarities.

IV. Enable students to reflect on society's values and encourage each individual to develop and clarify a personal set of values.

V. Enable students to participate in activities in the society as individuals and as members of groups.

These goals will be implemented through selected studies of human experience in American cultures and societies, both within the United States and the other Americas; European societies; African societies; Asian societies; Middle Eastern societies; and other societies in the Pacific region. Such studies will stress an interdisciplinary focus in kindergarten through grade eight and may be both interdisciplinary and disciplinary in structure in grades nine through twelve.

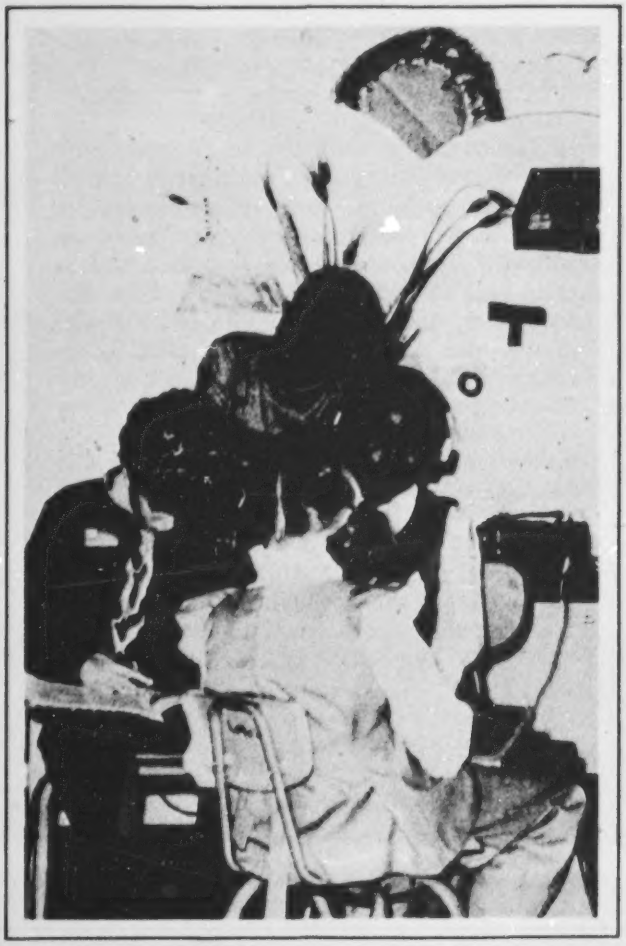
Los Nietos School District

The individual needs the skills of acquiring and validating knowledge.

Philosophy of Social Sciences Education in California

The philosophy of social sciences education in California is as follows:

- To function effectively in society, the individual needs a breadth of knowledge about human social situations that exceeds immediate experience. The individual needs an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual needs the skills of acquiring and validating knowledge.
- As participating members of a democratic society, men and women must know how to cope with social problems and to use reason, evidence, and judgment. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group. Social sciences instruction designed for use in the public schools in California should help young people to grow into such men and women.
- Adopted courses and instructional materials should reflect the principles of learning; the levels of pupil maturity; the significance of all the major cultures, including their social institutions and values; various teaching methods; individual, group, and community differences; and the legal and educational requirements of California.



To function effectively in society, the individual needs a breadth of knowledge that exceeds immediate experience.

Program Goals and Illustrative Objectives

This framework is intended to give guidance to those responsible for the design of social sciences education programs for kindergarten through grade twelve.

The overall objectives for this grade span are stated in the form of program goals. The grade spans specified are kindergarten through grade three, grades four through six, grades seven and eight, and grades nine through twelve. Kindergarten through grade three has recently been determined by law in California as the focus of programs in early childhood education (ECE). This grade span has long been considered by many educators as the kindergarten and primary years. With the emergence of the middle school, the division of schools by grade span has become more diverse. In some school districts grades four through six are still a part of the elementary school, and in other districts grades five through eight are located in a middle school. Many intermediate schools made up of grades seven and eight still remain. The grade spans used in this publication were selected because they make possible reasonable instructional statements.

Illustrative level objectives are presented for each of the grade spans. These objectives are not comprehensive as to objectives that might be specified for any particular program goal, nor are they sequential. They are, however, responsive to the changing maturity of students.

The point of view of this framework is that the further delineation of objectives into behavioral statements must be the responsibility of each school district. Behavioral objectives by definition are expected learner performances and are thus specific in nature. They are specific to the diagnosed characteristics of a learner (or learners) living in a given environment and studying an appropriate curriculum.

Photo by Glenn Thomas

The social sciences program will be planned to enable students to understand and respect individual and cultural differences and similarities.

Goal I Interdisciplinary Concepts

Each of the interdisciplinary concepts listed under Goal I is derived from more than one of the social science disciplines and is fundamental to a study of the individual, social groups, and their supportive cultures. Education Code Section 8551 lists the following disciplines as those from which instruction in the social sciences is drawn:

1. *Anthropology.* Anthropology is a social science that deals with the observation, collection of data, and analysis of the group structure, group values, group behavior, and the different roles played by group members in their relationships with others. Anthropologists are concerned with the manner in which people pass on a culture and the ways in which a new generation changes culture. Many types and combinations of groups are studied, such as families, peer groups, play associations, labor unions, minority groups, community groups, and political parties.

2. *Economics.* One of the central themes of economics is that wants are virtually unlimited but that resources are limited. From this basic concept all other ideas evolve. Four basic questions asked in economics are: (1) What shall a given economy produce with its limited resources? (2) How much can a given economy produce? (3) How rapidly can the economy grow? (4) Who gets the goods and services produced?

3. *Geography.* Geography is essentially involved in the development of meaningful generalizations and concepts about spatial arrangements and associations. From this concern has developed the concept that all physical features of Earth must be interpreted and evaluated. In a sense, geography, like anthropology, is an integrating force in the social sciences. For instance, what time is to history, space is to geography. A satisfactory inclusion of geographical material in a program in the social sciences would include the biophysical

features of the Earth; the interrelationships between people and habitat; some emphasis on the cultural landscape as it represents the Earth in terms of what man has done with his environment; and some study of distributional patterns. What is emphasized is that Earth must be understood as the world of man.

4. *History.* History is a selective record of the past of individuals, of groups, of movements of people; of human beings who have adjusted to and changed their environment; of their economic activities; of their governments, nations, and institutions; of the cooperation and the conflict between nations; of searches for values, ideas, inventions, creative expressions; of industrialization, of automation, and of increasing interdependence. Human society, through contemporary, remembered, or recorded time, has experienced continuous, dynamic change. Since any given stage of human experience is history, the study of history permits the student to become aware of that which is possible rather than probable. Such study allows the student to choose among human experiences for rational alternatives concerning present problems. History does not offer immutable laws on which a student can depend.

5. *Political Science.* The basis of government is the realization by people that they can carry out things better as members of groups than they can as individuals. The immediate question for political science arises as to who shall be the rulers or representatives of the people. Who shall constitute the ruling group? What powers should be delegated to this group, the government? Many other questions are studied: How do we pay for government? How do we distribute the services of the government? How do we control and change government? Historically, political scientists have studied mostly the formal institutions of government, particularly structure. More typically at the present time, however, political scientists include psychology and social psychology in their work and are interested in the informal institutions of government. The operation of government has become as significant as its structure. Another current emphasis in political science is on political behavior studied from the point of view of individual and group psychology.

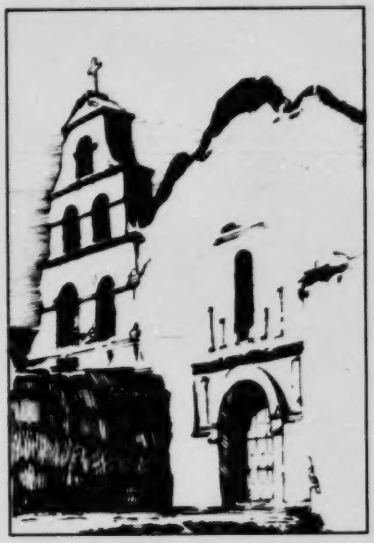
6. *Psychology.* The behavioral aspects of psychology are most appropriate to deal with in the social sciences curriculum: perception, motivation, cognition, and psychometrics. Psychology is broadening its conceptions of behavior and is moving further from the physiological and more toward the social and clinical. Social psychology is closely related to anthropology and sociology because it emphasizes the relationships of individuals to groups. Social perception and social motivation have become increasing concerns of the social psychologist. Social psychology is concerned with the study of group leadership, group behavior, and group morale. Representative illustrations of such studies are investigations of industrial conflict and international tensions.

7. *Sociology.* Sociology can be defined as the study of behavior of people in groups in particular situations and conditions. Persons everywhere tend to live in groups. A prime subject matter of the sociologist is to study the consequences of group living. This study of group living basically distinguishes sociologists from other social scientists. Sociologists investigate many questions about the family or the tribe or the nation: Why do certain groups continue to exist during war or some other form of long-term crisis? Why does a soldier fight and risk death when he could flee to some neutral country? When individuals join a group, how does their behavior change? How does the behavior of an isolated group of people differ from the behavior of a group of city dwellers?

Goal I

The social sciences program in kindergarten through grade twelve will enable students to develop understandings based on data, generalizations, and interdisciplinary and disciplinary concepts drawn from the various social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology.

The values that give direction to thought and action are derived not from the social sciences but from religion, philosophy, literature, and the humanities.



PROGRAM GOALS

The program goals for kindergarten through grade twelve are as follows:

1. Help students to understand selected examples of *interdisciplinary concepts* through studies of human experience.
2. Help students to acquire *concepts* derived from the particular disciplines in the social sciences.
3. Help students to become aware of the *processes* by which the particular disciplines derive their concepts, such as observation, data gathering, classification, interpretation, inference, extrapolation, hypothesis construction and testing, theory construction and testing (content, validity), and prediction.
4. Help students to use the *data* from which concepts have been derived and to develop and test understandings based on data.
5. Help students to make *generalizations* within the context of studies of selected aspects of human experience.
6. Help students to develop *valid conceptual schemes* which they may employ in furthering their understandings of aspects of human experience, such as culture, belief systems, justice, and representative explanations of human origins.

The first program goal of Goal I of the social sciences program is explicated in the following illustrative objectives presented by grade spans. These objectives are indeed illustrative and do not represent a comprehensive view of objectives that might be developed. The remaining program goals are not illustrated; they are, however, implicit in many of the illustrative objectives.

Goal I Interdisciplinary Concepts

Illustrative Objectives for Goal I–
Interdisciplinary Concepts, by Grade Span

Concept	*Kindergarten Through Grade Three*	*Grades Four Through Six*
CITIZENSHIP	Students will accept the idea that every student has certain rights and responsibilities.	Students will understand that present, past, and future life in California necessitates active participation of citizens in the processes of decision making.
JUSTICE	Students will be able to identify procedures for making decisions in the home, school, and community; evaluate the decisions in terms of fairness or unfairness; and give reasons for their evaluations.	Students will be able to identify, describe, and evaluate issues concerning the fair correction of wrongs or injuries. For example, they should be able to do so in situations involving wrongs or injuries suffered by students, employees, or citizens.
FREEDOM	Students will be able to identify and describe some of the essential attributes of freedom by analyzing situations in which people are more or less free of internal and/or external constraints or coercion; for example, when the playground bully forbids other students to play in a game.	Students will be able to identify some of the important values that may be affected by the exercise of freedom and to consider the emotional, intellectual, social, cultural, legal, and political aspects of freedom.
DIVERSITY	Students will identify and give examples illustrating a range of differences within society. For example, students might identify and describe some differences among class members, families, communities, and cultures.	Students will be able to identify and analyze some things that affect diversity in a given situation; for example, in considering different language and speech styles that exist within the United States, students will identify and analyze the effects upon these differences of geographical, historical, psychological, and social factors.
CULTURE	Students will devise rules to resolve conflicts and meet needs in class and playground activities.	Students will show respect for other students in the class who are trying to establish their own identities, values, and life-styles.
RESOURCES	Students will link items used with the places where the items originated.	Students will identify natural resources, such as minerals and water, and describe comparative uses of such resources.

Grades Seven and Eight	*Grades Nine Through Twelve*
Students will explore the effects of tradition and contemporary values on shaping the life-styles of people in various subcultures in the United States and in the emerging nations.	Students will describe how and why the rights and responsibilities of citizenship in the United States have been extended to increasing numbers of people over a period of time.
Students will be able to identify, describe, and distinguish among rules and/or laws designed to promote fair distribution of resources, fair means of making decisions, and fair correction of wrongs or injuries.	Students will be able to identify various institutions and/or groups and explain how they are supposed to function so that fair distribution of resources, fair procedures for making decisions, and fair correction of wrongs or injuries can be promoted.
Students will be able to identify and describe some phenomena that affect freedom, including emotional factors such as self-confidence; intellectual factors, such as the understanding of various alternatives; social and cultural factors, such as the existence of realistic and varied alternatives; and legal and political factors, such as First Amendment guarantees of belief, expression, and association.	In analyzing specific problem situations, students will determine what limitations should be placed on the exercise of freedom and will identify and describe the values promoted and/or inhibited by their decision regarding each situation.
Students will be able to analyze some of the advantages and disadvantages of ethnic and racial diversity within the United States during different periods in our history.	Students will be able to analyze situations in which the desirability of diversity is an issue and to identify and describe values promoted and/or inhibited by the various positions taken. For example, students might consider the degree of diversity that should be permitted in local school dress codes, court decisions affecting various religious groups, and conflicts between federal and state governments.
Students will recognize the formal and informal political processes by which individuals and cultural groups have effected and can effect social change.	Students will explain why it is often difficult for individuals and groups to tolerate the diverse life-styles of others.
Students will identify and describe the use of human resources in a particular historical event.	Students will compute the social cost of using human and physical resources in various ways and make choices about the allocation of capital mineral wealth.

Goal I Interdisciplinary Concepts (Cont.)

Concept	*Kindergarten Through Grade Three*	*Grades Four Through Six*
MULTIPLE CAUSATION	Students will demonstrate a knowledge of housing patterns (on their block, in their neighborhood, and in their community) that are changing for a variety of reasons.	Students will understand that the United States government is the product of numerous factors, including colonization, constitutionalization, protection of individual rights, participation in a world community, and development as an industrial nation.
NEEDS	Students will be able to tell how people meet their need for food, clothing, shelter, love, and security.	Students will compare their own ways of meeting needs with the ways in which others meet their needs.
PROPERTY	Students will be able to identify some common forms of ownership, including individual, communal, and state ownership.	Students will be able to describe attitudes toward property and ownership in specific situations and to identify and explain some of the factors that may affect those attitudes, including individual psychology, experience, and culture.
AUTHORITY/ POWER	Students will demonstrate a knowledge of the need for order in the classroom when certain tasks are to be performed.	Students will be able to analyze situations in which authority exists and to identify its intermediate and alternate sources; for example, the authority of teachers, which is based upon custom, tradition, law, need, and consent.
SCARCITY	Students will practice economical use of school materials and will develop an understanding that these materials are provided by tax money paid by their parents.	Students will understand that all the countries of the Western Hemishphere must be concerned with the use and misuse of resources as attempts are made to fulfill the wants of growing populations.
SOCIAL CONTROL	Students will understand that they are members of many groups (family, school, and so forth) at the same time. They will understand that groups have some rules which are common but that some rules are unique to a particular group.	Students will understand that laws which serve the total U.S. population have been designed to protect certain individual rights of all citizens and that such laws are open to continuing interpretation and implementation.

Grades Seven and Eight	*Grades Nine Through Twelve*
Students will analyze how the U.S. Constitution is a result of a variety of influences.	Students will analyze the variety of circumstances that have led to protest movements espoused by various groups in the United States.
Students will state how institutions have developed to meet needs.	Students will evaluate how well contemporary institutions are meeting needs and hypothesize about ways in which these needs may be met in the future.
Students will be able to identify and analyze some of the advantages and disadvantages of individual, communal, and/or state ownership of property and the meaning of ownership to the individual in special situations.	Students will be able to analyze situations and determine some attributes of ownership of property, considering such factors and values as the following: scarcity, security, fairness, privacy, freedom, human dignity, conflict, and law.
Students will be able to analyze situations to determine some values that are promoted and some that are inhibited by the exercise of authority (for example, restrictions on choice and security to make choice possible, as when parents exercise authority in setting an evening curfew for the children).	Students will be able to analyze situations and determine what should be the scope and limits of authority within a specific situation and explain some of the values and interests involved; for example, the limits on the exercise of authority by a specific branch or agency of the U.S. government.
Students will analyze how the scarcity of economic resources has influenced the labor market in the United States.	Students will describe why resources available to human beings are scarce in relation to their needs and wants.
Students will describe the socialization of youth in a Native American tribe.	Students will analyze how and why members of society are controlled by social values transmitted through social institutions.

Goal I Interdisciplinary Concepts (Cont.)

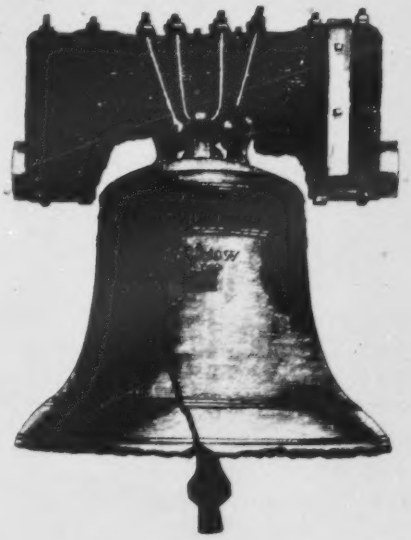
Concept	*Kindergarten Through Grade Three*	*Grades Four Through Six*
MORALITY	Students will recognize that every person in the classroom is responsible for his/her personal acts that affect the welfare of others.	Students will understand that different people brought different moral standards to California and that these standards have been a major force in shaping life in California.
CHANGE	Students will demonstrate a knowledge of things in their community that are always changing for a variety of reasons. They will understand that some changes take place quickly while others take place much more slowly.	Students will understand that the present U.S. culture is a product of the economic, political, social, and technological changes that have occurred since the beginnings of the nation.
CONFLICT	Students will demonstrate knowledge that families have a variety of structures and roles and that within families there are often different concepts of roles that lead to conflicts; for example, older children resist responsibility for younger children or peers engaged in conflicts.	Students will understand that development in California produced conflicts related to land ownership and cultural identity. They will understand that people have developed some culturally approved means for resolving these conflicts and that many conflicts remain unresolved.
INTER-DEPENDENCE	Students will describe ways in which, for a variety of reasons, each family member depends upon other family members.	Students will understand that the development of the United States has depended, and will continue to depend, on the interaction of groups and individuals seeking to fulfill their goals.
ENVIRONMENT	Students will recognize that the surroundings in which they work and play can be made more beautiful and/or functional by their own efforts.	Students will understand that California's present situation, including problems and promise, is a direct result of the use people have made of the physical and social environments.
TRUTH	Students will recognize the importance of making accurate statements so that a positive and constructive classroom environment can be created.	Students will begin to understand economic choice in resource use and will begin to consider the consequences of these factors in relation to the development of California's water resources for electric power.

Grades Seven and Eight	*Grades Nine Through Twelve*
Students will recognize the sources of morality in American history, law, and experience; and they will study the significant contributions of religions to our civilization.	Students will analyze how the behavior of individuals and groups is based upon values held, even though these values may not be consciously recognized.
Students will describe how changing land-use patterns in the United States have affected various groups in our society.	Students will explain the significance of changes in technology as these changes are reflected in social, political, and economic systems.
Students will state the ways in which tension over control of resources has caused war in an ancient civilization.	Students will identify and explain various ways in which conflicts are managed and/or resolved.
Students will study the interrelationships among cultural groups within the United States and will understand that the development of each group is dependent upon mutual cooperation.	Students will analyze the reasons that nations are dependent upon each other in varying degrees and that the degree of interdependence is determined by a number of factors.
Students will evaluate the effects of unlimited exploitation of natural resources in various regions of the United States and in developing nations.	Students will describe how and why urban growth has greatly affected the environment.
Students will read stories and journals written by the early Western settlers and compare and contrast the settlers' views with the views expressed in selected motion pictures depicting life during the same period. Questions to be asked are these: Which of the two sources provides the more valid portrayal of life? How is validity determined?	Students will study the development of a major local or national problem as reported on three or more radio and/or television networks. They will contrast and compare the quality of factual reporting by using criteria established prior to their listening or viewing.

Oak Grove Elementary School District Photo by Rondal Partridge

The social sciences program will be planned to enable students to develop understandings based on data, generalizations, and interdisciplinary and disciplinary concepts drawn from the various social sciences....

Discussion of Goal I Interdisciplinary Concepts



Certain concepts are recommended for organizing and developing the curricula in the social sciences. These concepts and others should be reflected in the learning experience of students from kindergarten through grade twelve. Some broad interdisciplinary concepts to be developed throughout the social sciences program for kindergarten through grade twelve are the following:

Citizenship

Circumstances that limit individual and group participation in the democratic processes of decision making reduce the practice of a full and adequate citizenship.

A citizen's effectiveness will be improved by an understanding of the differences between authoritarian, totalitarian, and constitutionally democratic political systems.

Citizenship assumes as informed an understanding as possible of the decision-making process, including the values that enter into a decision, the persons and institutions that affect a decision, and the effect of a decision on long-term public policy.

Citizenship assumes a recognition that the American constitutional system provides for the necessary but responsible use of political power and for restraints on the use of that power. Among the restraints is the Bill of Rights, which protects the individual as a citizen and obliges him to protect and respect the rights of others.

Citizenship includes the opportunity to participate freely in helping make and change public policy if a citizen wishes to do so. A citizen should not be coerced into participation; however, it is understood that a citizen can participate in a variety of ways. Participation is not restricted to voting; it may take the form of joining with others in groups to

influence policy by lawful means and communicating in other ways with elected or appointed persons in government.

Citizenship implies an understanding that some inevitable disparities exist between the ideals and realities in the American constitutional system. Active citizenship requires an effort to develop skills to bring about change leading to the attainment of ideals.

A distinction in roles and responsibility between electors and the elected (governors) needs to be acknowledged if the operation of a democratic political system is to be understood.

The concept of representative democratic government implies that there is open and constant access by the electors into the ranks of the elected (governors).

The peaceful exchange of political power is essential to the viability of a democratic government.

Citizenship in a society does not imply that those who are citizens will exercise citizenship. It does imply that one cannot exercise citizenship if one is not a citizen.

The citizen has the obligation to make his or her unique contribution to the improvement of a democratic society.

The advance and use of knowledge are essential to the practice of citizenship because democratic decision making has to be based upon the most reliable body of fact and opinion.

One's right to full citizenship always requires legal provision for citizenship as well as one's will to practice that right.

To say that everyone is eligible for the right of full citizenship in a democracy is not enough to ensure that citizenship will be exercised. Such a right must be protected by law that takes into account differences of wealth, race, sex, religious belief, and social and economic status.

Justice

Justice, or fairness in dealing with others, is a hallmark of our society and is premised on a proper regard for oneself and others.

Justice expresses the concern of humanity for compassion and mercy.

The concept of justice has its roots in the search of humanity for an ethical base for conduct. The concept begins to develop with the idea of fair play in childhood and matures into an ethic that embraces justice, compassion, and mercy.

Justice has supporting concepts. Among these are fairness, empathy, equality, cause and effect, law, custom, tradition, trial by jury, democracy, totalitarianism, open society, freedom, order, liberty, wrongs, rights, compassion, and mercy.

Justice requires that students develop an ability to deal critically with their own motives.

Freedom

Freedom and morality are closely entwined. A moral human being values his/her own freedom of conscience and respects the freedom of conscience of others.

The constitutional guarantee of freedom of conscience ensures that human beings can participate in government and society by making their consciences known. Freedom of conscience is associated historically with freedom to adopt one's own religious or ethical beliefs and to practice them free from coercion. The centrality of the concept of conscience in relation to human dignity accounts for the vitality of conscience as a force in the growth of other freedoms.

The great documents prized in free societies are a record of humanity's struggle to ensure freedom and stability; for example, the Magna Carta, the Mayflower Compact, the Declaration of Independence, the Constitution, the Bill of Rights, the Emancipation Proclamation, and the Declaration of Human Rights.

Diversity

Individual and cultural differences provide opportunities for growth and maturity.

Inequities in the treatment of others often result from a confusion of real and alleged factors,

such as associating intelligence primarily with certain genetic factors.

Diversity in the interpretation of one's personal life experience (life-style) is not incompatible with a democratice society; in fact, it is not incompatible with democratic freedom.

Respect for diversity entails an appreciation of the benefits of diversity to the individual, the government, and society as a whole.

Cultural diversity can, by promoting group identity, enrich the lives of those living in groups and those sharing common views.

Cultural diversity assumes a shared recognition of and respect for the underlying processes of constitutional government and democratic rules that ensure the growth and expression of diversity.

Culture

The culture of a society is revealed by the ways in which the society meets its fundamental needs, maintains the species, organizes itself, and develops behavior patterns.

Culture is the complex whole that includes knowledge, beliefs, values, morals, law, customs, religions, institutions, opinions, and art which are typical of the behavior and social characteristics of a specific group of people.

In a narrow sense culture includes the attainments of humanity in the arts and in philosophy.

Cultures are characterized by their physical or material technologies, such as their means of production for goods and services, and by their nonmaterial features, including beliefs, values, and customs.

An important part of individual liberty in a democracy is one's right to develop differences in conduct, taste, and standard of living without prohibiting others from doing the same.

Resources

Resources are generally defined as elements of the physical environment that can be utilized by human beings. Human resources are defined as abilities possessed by individuals to perform services to meet the needs and wants of society.

Physical-environmental resources include minerals, water, soils, and other biotic resources. The extent of their use is always related to the technology available and to the organization of the productive processes.

Human resources are described by economists as *labor.* More broadly conceived, human resources include all human capabilities available for use.

Multiple Causation

Events rarely have a single cause but result from a number of antecedents impinging on one another in a given segment of time and space.

Events often can be made meaningful through the study of their antecedents. To some extent past events can be explained, and future events can be predicted.

Needs and Wants

Economic need is the most common application of the term *need* which may be applied to any factor necessary for human survival.

Needs and *wants* are differentiated in the terminology of economics. Needs are basic necessities such as food, clothing, and shelter. Wants are considered virtually unlimited by economists and are a basic factor in the economic process. Wants are the major cause of scarcity. Although many individuals do not view their wants as unlimited, economic reasoning uses the concept of unlimited wants in structuring its field of study.

Property

Property, as something which is or may be owned or possessed, can be individual, public, shared, or held in common.

In America respect for property, including public property, is rooted in the recognition of the worth and dignity of persons, their right to their possessions, and their common interests as citizens.

To injure persons or damage their property is to become morally responsible for the injury or

damage. One may also be legally obliged to compensate persons whom one has injured or whose property one has damaged.

One is responsible for property held in common, such as schools, streets, lakes, and publicly held forests.

Authority/Power

Individuals and groups vary in the amount of influence they are able to exert in the process of making and carrying out decisions which significantly affect their lives.

Power is the ability of an individual or a group to influence, coerce, or compel the thought and action of others.

Authority is the established right of an individual or group—on the basis of grounds such as law or force—to determine policies, to pronounce judgments, and to promote interests.

Scarcity

Because of the disparity between available resources and the means of their development on the one hand and the unlimited wants of people on the other, economic institutions are developed within cultures to deal with the processes of production, distribution, and consumption.

Whether a nation is already highly developed or is developing, the problem of scarcity still exists in that nation.

Because we live in a finite world, we must look to the conservation of natural and human resources.

Conservation is directed to the avoidance of the *wasteful* use of resources.

Gross national product (GNP) is only one index of national well-being. To equate GNP with social progress is to mistake "more" for "better." It is easy to believe mistakenly that the GNP indicates that an equitable distribution of goods and services has occurred.

The people in the high-consuming nations should look upon themselves as partners with those people in the world's exhaustible resources.

Social Control

Mores involve implicit assumptions as to the way things shall be done. Their force will be greatest in a nonpluralistic society. Mores are criteria for determining the rightness and wrongness of conduct.

The development of law and morality modifies competition among groups possessing different mores.

Order in a primitive society tends to be established by the relatively unconscious operation of the mores prevalent in that society. These mores represent agreement on moral conduct and manifest themselves in customary forms of conduct.

Written laws are an attempt to clarify rules and increase deterrents and incentives affecting conduct. By making known the rules by which a society operates, the law, as an institution, promotes an impartial treatment of its members.

Conduct gets its organized charcter through institutions of various kinds. Unlike lower forms of life, human beings cannot depend on instinct for the ordering of their lives.

Morality

The core values of a society usually include some procedural values that tend to decrease conflict or facilitate the resolution of conflict. The values of loyalty and justice are important examples.

Morality expresses the "thou shalts" and the "thou shalt nots" that govern conduct in a society. Ethics must be drawn upon when the situation does not lend itself to the simple distinctions between "thou shalt" and "thou shalt not."

Morality includes all manifestations of conduct that are capable of being judged good or bad, right or wrong.

The standards by which acts are judged moral or immoral grow out of such sources as custom, religion, family beliefs, and law.

Religious thought has made significant contributions to our society's respect for the sacred-

ness of human life and belief in freedom of worship.

Prominent in the shaping of fundamental moral values in our society has been the influence of the Judeo-Christian heritage. This rich and diverse heritage affirms in many ways that human beings are moral persons responsible for their own decisions and behavior and are obliged to concern themselves with the well-being of other persons and to respect living creatures and the physical environment.

Loyalty to ideal moral standards depends on one's will to act and on the circumstances (time and place) that allow one so to act.

The practice of loyal citizenship requires an understanding of the delicate balance between freedom and responsibility and between freedom and authority.

Affirmation and practice of moral norms for conduct vary in the degree to which people themselves make exceptions or amendments. They also vary by virtue of circumstances (time and place) that do not allow affirmation and practice to be congruent. It is possible for persons to entertain ideals of perfection that cannot be realized in terms of actual living in society.

Change

It is in the nature of cultures to undergo change, but cultures differ greatly in the rate at which they change.

Cultural change is due to modification of such factors as intrusions from other cultures, knowledge, technology, mobility, communication, and rate of population increase.

Social institutions by their very nature tend to be conservative and thus reduce the rate of change within a culture. This fact accounts for different rates of institutional change within a culture.

The survival of humanity requires constant awareness of and adaptation to social change. The well-being of humanity depends on the ability and willingness to control and evaluate change.

Conflict

Conflicts are evidence of disagreement and can arise out of differences of opinion as to what ought to be achieved in a given situation as well as to how an agreed-upon end might be achieved most effectively.

The desire for and the use of power by individuals and groups with different moral commitments and competing principles often lead to conflict.

Different interests and purposes regarding the allocation of resources in a complex society inevitably stimulate conflict.

Conflict can have a positive function by ensuring that a great variety of views are expressed, interest in an issue is aroused, and value clarification and decision making are improved.

Unless conflict is expressed within generally accepted limits and is managed by the social system under fair and equitable rules and procedures, it can be dysfunctional and socially destructive.

Interdependence

The satisfaction of human needs requires varying degrees of dependence among persons and groups.

Persons and groups affect each other in important ways. The effects of such interaction are often not apparent because they are indirect.

Environment

As human beings interact with their physical and social environment, both they and the environment are changed. Ekistics is the study of the totality of these relationships.

To its own long-term detriment, humanity has often exploited its physical and social environment. The survival of humanity is dependent upon men and women working out effective accommodations with the environment.

Not only must human beings work out accommodations; they must also preserve, improve, and find substitutes for certain things in the

environment. They must find a way to live in harmony, creatively, with the natural world. A human habitat is a natural physical environment (ecosystem) that has been modified by human beings. It includes surface configuration, climate, bodies of water, biological features, and soil. It also includes human occupancy of the land. People adjust to the availability of resources and change their habitats by the use of resources.

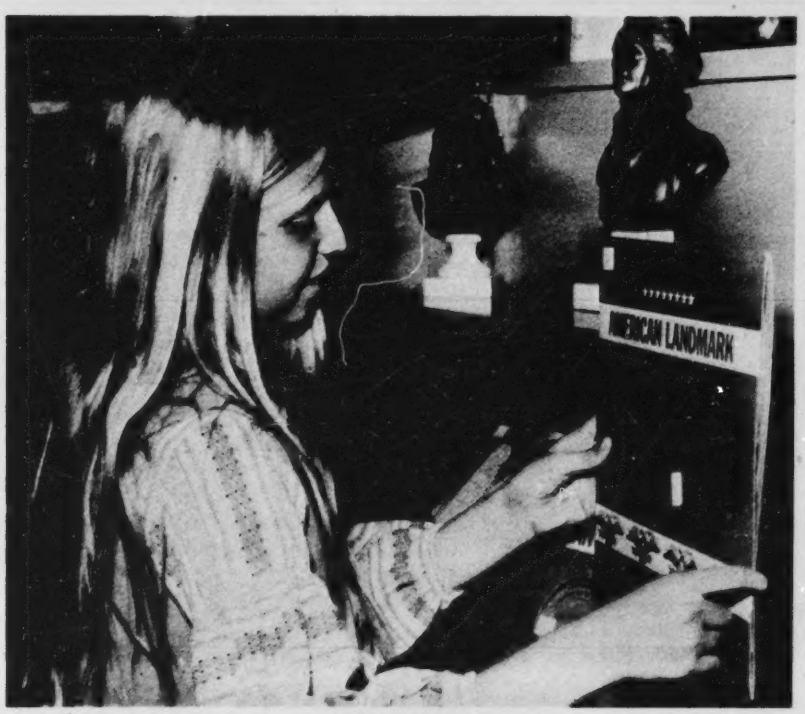
Truth

Telling the truth and expecting to be told the truth are essential to the development of (1) self-esteem and basic friendhips; and (2) genuine understanding of our society, its history, and the democratic process.

A commitment to telling the truth embraces (1) the conscientious pursuit and scrutiny of evidence; and (2) respect for the processes involved in searching for truth. These processes include indentifying and assessing facts; distinguishing substantial from insubstantial evidence; separating the process of searching for truth from the acceptance of propaganda; and examining, in a constructive and unbiased manner, controversial subjects such as politics, ethics, and religion.

Consistency, relevance, and reality are the objects of the search for truth.

In addition to the concepts already discussed, concepts with great power for organizing curricula are the scientific method, nationalism and internationalism, institution, privacy, rectitude, social organization, socialization, industrialization, technology, urbanization, equality, and inequality.



Students will become increasingly self-directing.

Goal II Social Sciences Skills

The social sciences program in kindergarten through grade twelve will enable students to develop and practice a variety of intellectual and work-study skills appropriate to the social sciences.

PROGRAM GOALS

The program goals for kindergarten through grade twelve are as follows:

1. Help students develop and use the skills involved in critical thinking.
2. Help students develop and use valuing skills that are useful in the processes of recognizing and clarifying problems as well as managing and resolving them.
3. Help students develop and use creative ways to solve problems.
4. Help students develop and use work-study skills.
5. Encourage students to become increasingly self-directing.

Goal II Social Sciences Skills

Illustrative Objectives for Goal II—Social Sciences Skills, by Grade Span

Program Goals	*Kindergarten Through Grade Three*	*Grades Four Through Six*
1. Help students develop and use the skills involved in critical thinking.	1. Students will discriminate between fact and fancy.	1. Students will state a variety of generalizations describing the effects of the actions of different groups on the use of land and resources in California.
2. Help students develop and use valuing skills that are useful in the processes of recognizing and clarifying problems as well as managing and resolving them.	2. Students will identify problems that might occur among persons or groups, list possible steps for resolving these problems, and predict the consequences of suggestions made for the resolution of problems.	2. Students will discuss classroom problems related to the attitudes and values of classroom members and will give reasons for possible future behaviors on the basis of their own feelings, attitudes, and values.
3. Help students develop and use creative ways to solve problems.	3. Students will discuss and identify a variety of ways for sharing materials in a fair way.	3. Students will participate in small-group discussions to present their own ideas, expand and clarify ideas, listen to others, and comment and build on the ideas of others.
4. Help students develop and use work-study skills.	4. Students will identify symbols on a simple neighborhood map.	4. Students will use a variety of graphic resources such as encyclopedias, almanacs, graphs, and maps to obtain information about the United States.
5. Help students become increasingly self-directing.	5. Students will discuss and plan ways for using their time wisely.	5. Students will work in groups of various sizes to plan activities and carry them through to completion.

Grades Seven and Eight	*Grades Nine Through Twelve*
1. Students will make and test hypotheses, use relevant information, develop generalizations, and avoid overgeneralizations.	1. Students will extrapolate from past and present conditions and make predictions based on contingent conditions.
2. Students will discuss and identify problems in individual and peer-group relationships, develop alternatives for possible solutions, and predict the consequences of their suggestions.	2. Students will examine, propose, and evaluate solutions to problems in terms of consequences. They will develop alternatives for possible solutions and predict the consequences of their suggestions.
3. Students will develop a plan for analyzing the impact of a new technology on a developing nation.	3. Students will generate proposals for the creative use of alternative materials and processes in an area where resources are diminishing.
4. Students will develop charts and graphs to illustrate changes in educational opportunities for various cultural groups in the United States.	4. Students will interpret, generalize, and infer from data and will assess and communicate their ideas and findings effectively through verbal and written presentations.
5. Students will work in small groups to develop a plan for resolving a community problem.	5. Students will select a problem or topic for study, develop procedures for the investigation of the problem, develop criteria, and evaluate the outcomes of the study.

Stockton City Unified School District

The student will develop and practice a variety of intellectual and work-study skills.

Discussion of Goal II Social Sciences Skills

In this framework social sciences skills are classified into four major categories:

- Intellectual
- Valuing
- Work-study
- Social participation

In this section intellectual, valuing, and work-study skills are discussed intensively, and program goals are presented together with illustrative grade-span objectives for each of the skills mentioned. Additional illustrative grade-span objectives for valuing skills can be found in the section entitled "Social Values." Social participation is regarded as a skill. Therefore, program goals and grade-span objectives for social participation are listed under "Social Participation."

In the formulation of program goals and the listing of illustrative examples of grade-span objectives, it is evident that much overlapping and interrelationships exist among skills in the various goal categories. Skills are dependent upon the knowledge one has acquired as well as upon the values one holds. On the other hand, acquisition of knowledge and clarification of values are enhanced greatly by the use of identifiable skills.

In an attempt to identify and list additional skill objectives, some general guidelines are suggested:

1. The mastery and effective utilization of a particular skill require the use of several other skills in the process. For example, learning to think critically involves other skills, such as using an index and table of contents, being able to recognize synonyms, detecting bias and opinion, and following the development of an author's thoughts.
2. Most skills are too complex to be developed or acquired quickly. They must be developed to a greater level of sophistication from

experience to experience throughout the several grade levels.

3. Skills may be ends in themselves, but most often they are means to achieving other essential goals such as thinking, valuing, and participating in societal activities.
4. Students must be given frequent opportunities to practice the skills that they are expected to use, and they should be informed of the purposes for the mastery of skills. They should also be given reinforcement constantly as to their achievements.

Students will be helped to understand and appreciate the United States as a multiracial, multilingual, and multicultural society.

Goal III Diversity: Similarities and Differences

The social sciences program in kindergarten through grade twelve will enable and encourage students to understand and respect individual and cultural differences and similarities.

PROGRAM GOALS

The program goals for kindergarten through grade twelve are as follows:

1. Help students understand and appreciate the world as a multiracial, multicultural, multilingual, and multinational phenomenon.
2. Help students understand and appreciate the United States as a multiracial, multilingual, and multicultural society.
3. Help students understand and appreciate universal and/or alternative ideas about beauty, ideological beliefs, sex roles, moral standards, and value systems by means of an equal and fair presentation of information on various civilizations, social units, and ethnic/minority groups.
4. Help students understand and appreciate the wide diversity of occupational choices available to them, the ways in which individuals make these choices, and the necessity that occupational choices not be limited because of sexual, racial, or ethnic stereotypes.
5. Help students to recognize and avoid behavior and attitudes based on prejudices toward sexual, ethnic, racial, political, economic, and religious groups.
6. Help students develop self-esteem and pride through an understanding and appreciation of all units of human organization: world organizations, nation-states, ethnic/racial groups, entrepreneurial and labor groups, kin groups, and families.

Goal III Diversity

Illustrative Objectives for Goal III—Diversity, by Grade Span

Program Goals	*Kindergarten Through Grade Three*	*Grades Four Through Six*
1. Help students understand and appreciate the world as a multiracial, multicultural, multilingual, and multinational phenomenon.	1. Students will, after having indentified cultural differences in the makeup of the class, discuss likenesses and differences in the way people satisfy basic needs.	1. Students will identify on a world map the regions from which racial minorities now in the United States came and will give a brief report on one aspect of the original culture of these minorities.
2. Help students understand and appreciate the United States as a multiracial, multilingual, and multicultural society.	2. Students will discuss the advantages of being able to speak more than one language.	2. Students will select for special study one example of ethnic culture from their family's background.
3. Help students understand and appreciate universal and/or alternative ideas about beauty, ideological beliefs, sex roles, moral standards, and value systems by means of an equal and fair presentation of information on various civilizations, social units, and ethnic/minority groups.	3. Students will, after having had a cooking experience involving a food identified as from an ethnic culture, describe their taste experience as to its uniqueness.	3. Students will list likenesses and differences among selected cultures to demonstrate that human beings have more similarities than differences.
4. Help students understand and appreciate the wide diversity of occupational choices available to them, the ways in which individuals make these choices, and the necessity that occupational choices should not be limited because of racial, sexual, or ethnic stereotypes.	4. Students will examine the variety of jobs required so that the needs of societies can be met.	4. Students will conduct a survey of the occupational roles of their parents and will explain how the parents selected their occupations.

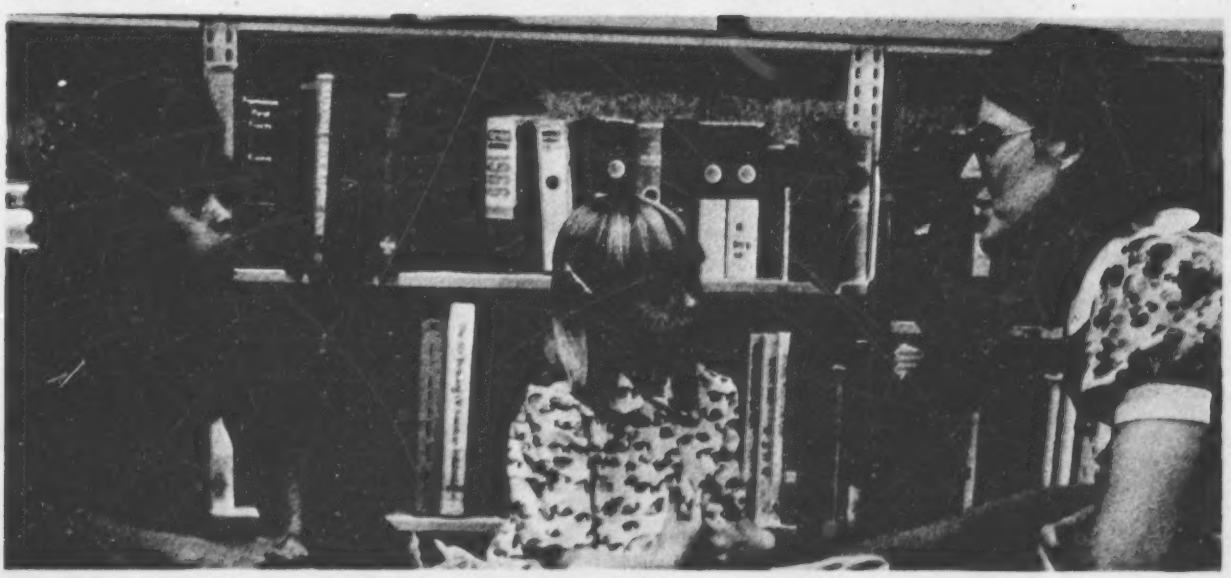
Grades Seven and Eight	*Grades Nine Through Twelve*
1. Students will understand that the United States had a multicultural beginning with the development of Native American cultures across the continent; Indian, Spanish, and Mexican cultures in the Southwest; and European cultures in the colonies along the Atlantic seaboard.	1. Students will list similarities and differences in human beings and the implications of this knowledge for equalizing social, political, economic, and educational opportunities.
2. Students will evaluate data concerning the contributions of Asian Americans to the development of the American frontier.	2. Students will demonstrate an understanding of the unique cultural contributions of the many groups of persons dwelling in the United States.
3. Students will understand that each immigrant group and the Native Americans, Chicanos, and black Americans have made unique and significant contributions to life in the United States.	3. Students will recognize that full legal, social, and economic rights and privileges must be realized by women.
4. Students will analyze the extent of the black contribution to our nation's early history in reference to the economic development of the South.	4. Students will interview local citizens, both men and women, of varied social, economic, ethnic, religious, and racial backgrounds to determine factors that have influenced their occupational choices and to determine their evaluation of any socially caused limits to their occupational successes.

Goal III Diversity (Cont.)

Program Goals	*Kindergarten Through Grade Three*	*Grades Four Through Six*
5. Help students to recognize and avoid behavior and attitudes based on prejudices toward sexual, ethnic, racial, political, economic, or religious groups.	5. Students will identify likenesses and differences among the students in their schools.	5. Students will analyze advertisements, television programs, and "comics" to identify cultural, social, and economic stereotypes in our society.
6. Help students develop self-esteem and pride through an understanding and appreciation of all units of human organization: world organizations, nation-states, ethnic and racial groups, kin groups, and families.	6. Students will list evidence that their (town, city, state) shows multiracial influence as found in place names.	6. Students will study the differences among people within a selected group to show that there is a wide range of abilities, interests, attitudes, and values within any group.

Grades Seven and Eight	*Grades Nine Through Twelve*
5. Students will understand the reasons for Jewish settlement in the United States and the contributions Jews have made to concepts of religious and cultural pluralism that have evolved in the United States.	5. Students will describe the social, economic, and political forces that led to legal acts of discrimination against Asian Americans (e.g., *United States* v. *Ozawa*, the 1924 Exclusion Act, Executive Order 9066, alien land laws, Chinese immigration laws) and the effects of these acts upon all people.
6. Students will comprehend the reasons for the cultural differences among the American Indian tribes in various geographical areas of the United States, comprehend the role geography played in their lives, and comprehend why settlers were welcomed differently in different areas.	6. Students will compare and contrast life in the Choctaw or Sioux Indian nations during the period of self-determination and during the period of control by the U.S. Bureau of Indian Affairs.

All children must be helped to evaluate and choose the values and life-styles that will shape their lives.



Discussion of Goal III Diversity

The program goals for kindergarten and grades one through twelve originate from considerations wider than the concern for the particular experience of any group in American life. Groups and individuals do not exist in isolation. A recognition and an appreciation of the diversity of groups in our society are basic to effective interaction among individuals and groups in our nation and the world. The study of selected groups is a general requirement for the individual and social development of every child.

The goals of a curriculum concerned with societal diversity involve both teacher and student. Criteria for student learnings are important, but equally important are the criteria for the teachers, who bear the primary responsibility for the interpretation of the curricula.

Finally, a major goal of the social sciences curriculum should be to help all children understand the experiences—past, present, and future—of selected social groups and to evaluate and choose the values and life-styles that will shape their lives.

Ethnic Minority Learning Style

A matter frequently raised in the discussion of ethnic minority education during the period in which this publication was being prepared was learning styles. The following statements were prepared in response to questions raised about learning styles:

In recent years writers dealing with problems that teachers face in educating ethnic minority children have alluded to differences in learning styles.

Characteristics of the ethnic minority learner have been identified and set forth as criteria necessary for the success of the enterprise of educating these children.

Unfortunately, what has occurred as a result has too often been the stereotyping of these

children. They are viewed as an amorphous mass that is different because it possesses characteristic styles of learning.

It should be evident that work done by psychologists in the field of human learning has implications for all humans. The viewpoints of how learning takes place might differ, but the fact that a particular theory deals with humanity is assumed.

From the viewpoint of someone who sees reinforcement as a crucial component in learning, the child learns through the process of reinforcement; but the reinforcers may be different because of cultural differences.

Likewise, the proponent of a Gestalt approach may promote insightful learning that capitalizes on the identifiable cultural differences as important to the whole development of the child.

The many viewpoints of learning that come under the label of the cognitive domain would also include the ethnic child as learning through these processes; however, cultural differences would again be taken into account as students are helped to restructure their life spaces.

If the descriptive term *different learning styles* is consistent with the idea that all humans are more alike than different and that the key factor in learning is the cultural screen which the teacher must understand and incorporate in the learning environment, then the term can stand. However, if the argument is made that ethnics learn in different ways, then much needs to be done to clarify what is meant by the term.

The most profitable approach would be to have a teacher well-versed in human learning who would establish a personal viewpoint that is comfortable and then consider the cultural differences that must be taken into account.

An awareness of student differences will equip teachers to respond to and interact with culturally different youngsters in a more effective manner. Much of the difficulty arises when people in general and teachers specifically equate "different" with "inferior." It is the teacher who must adapt to his students, but this attempt will require a vast, coordinated effort of educating those in the majority culture. Attitudes that many teachers have traditionally held need changing. But how can adult attitudes be changed? Teacher attitudes need modification before techniques have any effect at all. The finest methodology available is useless if the teacher is a rigid, uncomprehending person or is unwilling to approach minority children in an open way.

Views of Human Origin

Part of humankind's long intellectual history has been the grappling with the question of human origins. In virtually every culture, whether ancient or modern, accounts of human origin have been part of the system of beliefs held by the people of that culture.

In the Judeo-Christian tradition, which has been the most influential religious factor in Western civilization, human origin has been explained as an act of divine creation as described in the Book of Genesis. The development of scientific theories of origin in the nineteenth century both added to the variety of explanations of human origin and encouraged a reevaluation of earlier explanations. For some, the conflict of beliefs caused by the scientific theories has been sharp enough to force them to choose between their system of belief and the evolutionary explanations offered by science. Others have found it possible to accept scientific accounts of human evolutionary development while still holding to a belief in divine creation. Still others believe that the concept of divine creation is scientifically valid.

These various views of human origin, together with various approaches to the relationship between religious belief and scientific theory, must be seen as part of the intellectual and cultural diversity of our society. These representative views of origin are studied in the social sciences because they make significant contributions to human systems of belief and values.

In the study of such systems of belief, the teacher must be respectful of the commitments of students. Skills essential to the analysis of the ways in which theories are developed and tested should be taught only to the degree to which students are mature enough to handle them.

Goal IV Social Values

The social sciences program in kindergarten and grades one through twelve will enable students to reflect on their society's values and encourage each individual to develop and clarify a personal set of values.

PROGRAM GOALS

The program goals for kindergarten through grade twelve are as follows:

1. Help students become aware of their own value positions and the positions held by other individuals and groups.
2. Help students develop feelings of self-worth and confidence in their own capabilities.
3. Help students develop an appreciation of and a concern for all living things.
4. Help students to see that controversies are usually related to value differences or interpretations.
5. Help students understand and appreciate the rights, privileges, and duties of citizenship in a democracy.

Goal IV Social Values

Illustrative Objectives for Goal IV—Social Values, by Grade Span

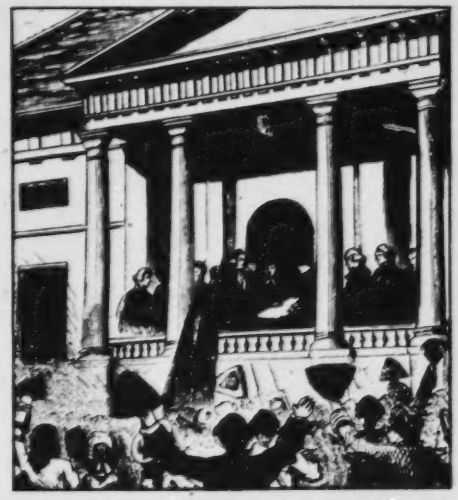
Program Goals	*Kindergarten Through Grade Three*	*Grades Four Through Six*
1. Help students become aware of their own value positions and the positions held by other individuals and groups.	1. Students will listen to the thoughts of fellow students, family members, and members of the larger community in which they reside.	1. Students will examine a selected issue as to the viewpoints of cultural and ethnic groups in California toward the issue and will compare those viewpoints with their own.
2. Help students develop feelings of self-worth and confidence in their own capabilities.	2. Students will become aware of themselves as unique individuals functioning as members of home, school, and community groups.	2. Students will evaluate a social science project in terms of what they feel they did well.
3. Help students develop an appreciation of and a concern for all living things.	3. Students will discuss the idea of accountability for one's actions in a family, school, or neighborhood situation.	3. Students will identify the key elements that assist people to conserve and preserve all living things.
4. Help students to see that controversies are usually related to value differences or interpretations.	4. Students will explore their own value positions and become increasingly aware of the reasons for different types of human behavior.	4. Students will examine the attitudes and values that have influenced the development of the United States government.
5. Help students understand and appreciate the rights, privileges, and duties of citizenship in a democracy.	5. Students will demonstrate an ability to share responsibility in group work.	5. Students will demonstrate respect for the rights and property of others in class and in the larger community.

Grades Seven and Eight	*Grades Nine Through Twelve*
1. Students will explore and examine their own value positions to foresee the probable consequences of acting upon such positions.	1. Students will clarify their own value positions when they are confronted with social problems.
2. Students will demonstrate their ability to take informed action on problems confronting the school, the community, the nation, and the world.	2. Students will analyze their own strengths and weaknesses and recognize possible alternatives for life planning.
3. Students will demonstrate a sensitivity to the similarity and differences in the feelings of other students as well as others in the world community.	3. Students will identify ways in which value positions are reflected in the present and past actions of various groups in the world.
4. Students will analyze a local political issue in order to determine the value differences underlying the controversy.	4. Students will develop an awareness of their responsibility for understanding and attempting to solve current social problems.
5. Students will compare and contrast their current feelings toward freedom and responsibility with the feelings they expect to have as adults.	5. Students will demonstrate an understanding of the need for citizens to cooperate for common goals while at the same time rejecting unthinking conformity.

La Mesa-Spring Valley Elementary School District

Gaining an understanding of the sources of inspiration helps the child develop personal values.

Discussion of Goal IV Social Values



By the very nature of its content, the social sciences program for students in kindergarten and grades one through twelve emphasizes an examination of value positions. The continuing examination of values that have guided human behavior and an examination of each student's present value positions seem imperative in a society based on individual rights and cultural pluralism.

Value education is not concerned with a set or group of values that has been collected for presentation to students. Rather, values are considered part of the framework or structure of all societies, and students must be given the opportunity to examine these values. An understanding of one's self, friends, society, and democratic values are enhanced by open discussion and exploration of the sources and elements that contribute to a value system, the options available in value formulation, and the consequences of choosing particular options.

Certain processes of analysis are important to the study of values. Among these are the following:

Developing an awareness of one's own values as based on such foundations as religious beliefs, including beliefs concerning human origins, family patterns, ethnic customs, and political and social systems

Identifying values from actions as well as from words

Seeing the necessity for a sound factual foundation for values

Distinguishing value statements from value judgments

Distinguishing factual statements from factual judgments

Coping with inconsistencies in a personal value system while recognizing the desirability for consistency

Understanding sources of inspiration for personal values

Understanding relationships between personal and social values (An understanding of one's own values and the values of others leads to reassessment of one's own values.)

Understanding that a commitment to a system of values as being more than the mere willingness to consider them (e.g., parental sacrifices, self-sacrifice, martyrdom)

Some major concepts to be implemented through the study of social values are the following:[1]

1. *Morality.* See the conceptual statements under "Discussion of Goal I."
2. *Truth.* See the conceptual statements under "Discussion of Goal I."
3. *Justice.* See the conceptual statements under "Discussion of Goal I."
4. *Self-esteem.* Self-esteem, or valuing oneself, is a requisite for making moral decisions and for esteeming other persons. Human dignity may be defined as the worth of an individual human being. Self-esteem and esteem for others are based on the intrinsic worth and dignity of individuals, not on academic ability or physical prowess.
5. *Integrity.* Integrity means trustworthiness. To foster integrity is to help build character, to assist students to be honest with themselves, to promote a wholeness unimpaired by self-deceit, and to encourage the development of reliability in relations with others.
6. *Empathy.* The golden rule, which states that one should do to others as one would have others do to oneself, is an ancient maxim shared by many peoples. One who wishes to be heard must be one who listens; one who wishes to be treated with dignity and respect must treat others with dignity and respect.
7. *Capacity to recognize values.* Values and moral issues underlie American society. It is a responsibility of school personnel to help students develop respect for the values derived from their families and various community groups and to help students develop respect for property, personal reliability, and respect for law.

[1]This section is based in large measure on the *Handbook on the Legal Rights and Responsibilities of School Personnel and Students in the Areas of Moral and Civic Education and Teaching About Religion.* Sacramento: California State Department of Education, 1973.

Goal V Social Participation

The social sciences program in kindergarten and grades one through twelve will enable students to participate in activities in the society as individuals and as members of groups.

PROGRAM GOALS

The program goals for kindergarten through grade twelve are as follows:

1. Help students analyze social situations, determine value issues, and prepare appropriate solutions upon which the students are willing to act.
2. Assist students to use their knowledge and intellectual skills effectively in participating in civic and other activities.
3. Help students develop and use positive interpersonal-relationship skills in social activities.
4. Provide students with opportunities to initiate and to participate in a variety of social activities encompassing several social environments.

Goal V Social Participation

Illustrative Objectives for Goal V—Social Participation, by Grade Span

Program Goals	*Kindergarten Through Grade Three*	*Grades Four Through Six*
1. Help students analyze social situations, determine value issues, and prepare appropriate solutions upon which the students are willing to act.	1. Students will study their behavior in the classroom and will formulate an appropriate set of classroom rules.	1. Students will examine reasons why fighting sometimes takes place on the school grounds and will work cooperatively to develop a plan for resolving conflict.
2. Assist students to use their knowledge and intellectual skills effectively in participating in civic and other activities.	2. Students will plan for the fair use of classroom equipment.	2. Students will analyze school-community traffic problems and implement a set of rules dealing with the use of bicycles.
3. Help students develop and use positive interpersonal-relationship skills in social activities.	3. Students will consider those behaviors that contribute to good interpersonal relations (e.g., demonstrating empathy, listening to the opinions of others, and respecting other people's property), and they will demonstrate those behaviors in the classroom.	3. Students will explore a variety of roles essential for successful group functioning and will perform the roles successfully in school.
4. Provide students with opportunities to initiate and participate in a variety of social activities encompassing several social environments.	4. Students will plan and participate in a class field trip and decide on appropriate behavior in a community situation.	4. Students will analyze a community problem and present to the city council proposals for a solution.

Grades Seven and Eight	*Grades Nine Through Twelve*
1. Students will identify ecological issues and will participate in community projects designed to improve the environment; for example, service in a recycling center and in antilitter campaigns.	1. Students will analyze the behavior of national leaders to determine the values underlying their bahavior and will produce a values profile of an ideal leader.
2. Students will consider the role of student government in their school and will develop (or amend) a school constitution.	2. Students will explore the needs for social services in their community and will volunteer their service to meet those needs.
3. Students will study the need for individual responsibility within a group and will act in ways which facilitate the group's agreed-upon goals.	3. Students will discuss controversial public issues, acknowledge the opinions of others, demonstrate rationality and objectivity, and work cooperatively in small heterogeneous and homogeneous groups.
4. Students will study other cultural groups and will participate in exchange visits between schools or work on a common project with students from schools in different cultural communities.	4. Students will examine local political campaigns and will participate in political activities by working on an issue or for a candidate of their choice.

Stockton City Unified School District

The social sciences program will enable students to participate in activities in the society as individuals and as members of groups.

Discussion of Goal V Social Participation

Students should develop skills enabling the students to respond and communicate with others in various social situations. They should also be given opportunities to apply their knowledge, thought, and communication skills by becoming extensively involved in significant activities in their home, school, and community.

Participation in their home, school, and community life will heighten student understanding of social institutions and, together with other aspects of the social sciences program, will enrich the students' formal educational experience. Some major concepts to be implemented through social participation are the following:

1. *Conflict management.* Management of conflict in a free society requires compromise, bargaining, and respect for the rights of others. It is also presupposed that although conflict is taking place in society and in decision making, cooperation is a necessary element in the social process. Conflict may be reduced if human beings recognize that different perspectives on the same matter are inevitable in human experience and that there is great difficulty in determining the relative values of those perspectives. The resolution of a conflict requires that the conflicting parties, in order to prevent stalemate between their conflicting views, devise a creative compromise that preserves as many as possible of their significant values.
2. *Cooperation.* The solution of important human problems requires that human beings engage in joint efforts. Short of total agreement among the contending parties, cooperation often requires a willingness to compromise.
3. *Participation.* Some common forms of participation are seeking information, attending

meetings, making contributions, voting, working in campaigns, lobbying, and serving as a leader. The potential benefits of social participation are such outgrowths as legitimacy, order, power, and constructive conflict. Potential costs of social participation include loss of productivity, loss of individuality, loss of privacy, and loss of time from other activities. The decision as to the extent of personal participation in a specific problem situation requires that the student identify the values promoted and/or inhibited by the decision.

4. *Responsibility.* Possible benefits of responsibility include predictability, fairness, security, and efficiency. Criteria to be used for determining when persons should be held responsible include causality, knowledge, obligation to act or not to act, and freedom of choice. An analytical approach to dealing with conflicting responsibilities and making decisions on how conflicts should be managed includes such considerations as competing interests and values, alternative means of managing the conflict, and the values and interests that predominate among the various alternatives.

Instruction will provide a foundation for understanding the history, resources, development, and government of California and the United States of America.

Guidelines for Selecting Areas of Study and Settings

One of the purposes of this framework is to encourage school districts to identify and select areas of study and settings. Suggested guidelines are presented for the selection of areas of study and settings for those districts wishing assistance with curriculum planning.

As used in this framework, the terms *content, areas of study,* and *settings* are not synonymous. *Content* refers to data, generalizations, and concepts. Examples of *areas of study* are individual and group development; ethnic cultures within and outside the United States; and local, state, and national regions. *Settings* are specific places, events, times, particular peoples, issues, and other topics located within areas of study.

The following direction is provided by the Education Code for the selection of areas of study:

Article 2. Course of Study for Grades One Through Six

Areas of Study

8551. The adopted course of study for grades one through six shall include instruction, beginning in grade one and continuing through grade six, in the following areas of study:

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.

Instruction in Social Sciences

8551.1. Instruction required by subdivision (c) of Section 8551 in the area of study of social sciences shall

also provide a foundation for understanding the wise use of natural resources.

8553. Instruction in social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, persons of oriental extraction, and other ethnic groups, and the role and contributions of women, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

Guidelines for Selecting Areas of Study

1. Activities in areas of study should contribute to the students' education for civic literacy and competence. Values with a democratic source, such as rule by law, representative government, and social justice, should be included. The maturing individual is one who develops an increasing understanding of self, the society in which he or she holds membership, and other societies.
2. Basic concepts should be treated with increasing scope and complexity from grade level to grade level.
3. Society's needs dictate that critical issues (e.g., the roles of women, consumer problems, multiethnic understanding, and personal identity) be examined consistently by students in terms of past, present, and future implications.
4. Studies of American heritage are essential, including studies of state and local development and the participation of all groups in that heritage.
5. Students should be given opportunity for decision making and for defending their decisions.
6. Different methods should be provided for the analysis of controversial issues.
7. A wide range of occupational choices should be explored.
8. Areas of study should include both historic and contemporary settings that allow for comparative and contrastive analysis.
9. Content selected or introduced for any instructional level must be appropriate to student maturity and experience.
10. Activities in areas of study should contribute to student understanding of the roles and contributions of women and members of ethnic groups to the development of California and the United States; and of the diverse roles of women and members of minority groups in contemporary society.

Guidelines for Selecting Settings

1. Settings should be selected which provide the following:
   a. A manageable data base to be processed by students to formulate desired generalizations, concepts, and values
   b. A manageable social situation in which generalizations, concepts, and values can be used in investigations
2. Settings are not the goals to be studied but are specific contextual descriptions of human interactions to be processed through the use of intellectual, work-study, affective, and social participation skills.
3. Thus, students study aspects (areas of study and settings) of humanity's broad experience; they do not study the totality of this experience.

Recommended Areas of Study

The following areas of study will be used in kindergarten and grades one through twelve to develop sequentially the five goals specified in this publication. The areas of study that may be used in any of the grade-level blocks are the following:

1. Individual and group development
   a. Needs and wants
   b. Issues: maturation, family life, drug abuse
   c. Values: attitudes and self-identity
   d. Individual and group relations
2. Ethnic cultures within and outside the United States
3. Local, state, and national regions
4. American heritage
5. Social and natural environments
6. World cultures and civilizations

7. Political systems of the United States and the world
8. Economic systems of the United States and the world
9. Contemporary issues
10. The roles and contributions of women and members of ethnic groups

It is the recommendation of those who developed this framework that programs with continuity be presented in grades nine through twelve by which students will be enabled to continue to deepen their understandings of their own community, the nation, and other world societies. Such a process of study should provide the continuity and depth essential to the achievement of significant growth by all students in relation to the program goals for grades nine through twelve. Studies should be so structured as to minimize unnecessary repetition.

Studies at these grade levels may be area studies; comparative culture studies; studies in which single disciplines are used as the basis of study; interdisciplinary studies; and studies in which persistent global problems of war, peace, poverty, human rights, and participation in governmental decision making are explored. Multiple sources of inspiration and teaching strategies can be used in these studies.

The potential content areas can be drawn from the whole of mankind's experience, and there must be included studies (a) specified in state law; and (b) designed to achieve the recommended program goals for kindergarten through grade twelve.

Sacramento City Unified School District

Teachers should develop increasingly more relevant learning experiences, always in relation to the background and maturity of their students.

Diagrammatic Representations:

The Use of Illustrative Instructional Examples to Demonstrate the Integration of Goals Within an Area of Study

Figures 1 through 4 are examples presented in this framework to underline the point of view stated in this document. Most significant teaching activities implement more than one of the broad goals of a social sciences program and integrate into the activity relevant learnings that extend student understanding of more than one of the interdisciplinary concepts.

It is the recommendation of those who developed this framework that teachers seek to develop increasingly more relevant learning experiences, always in relation to the background and maturity of their students, that (1) are structured to provide simultaneous growth in all or most of the five broad goals of the social sciences; and (2) are concerned with the expansion of learnings with regard to not one but a constellation of the interdisciplinary concepts.

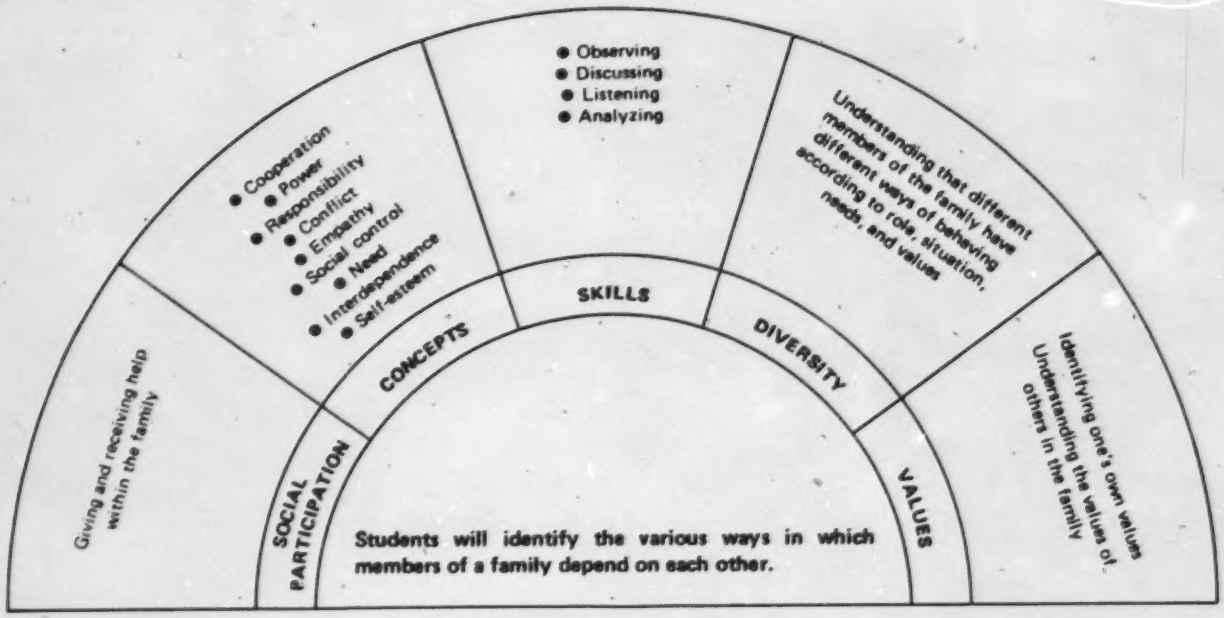


Fig. 1 INTEGRATION OF GOALS – Illustrative Instructional Example: Kindergarten and Grades One Through Three

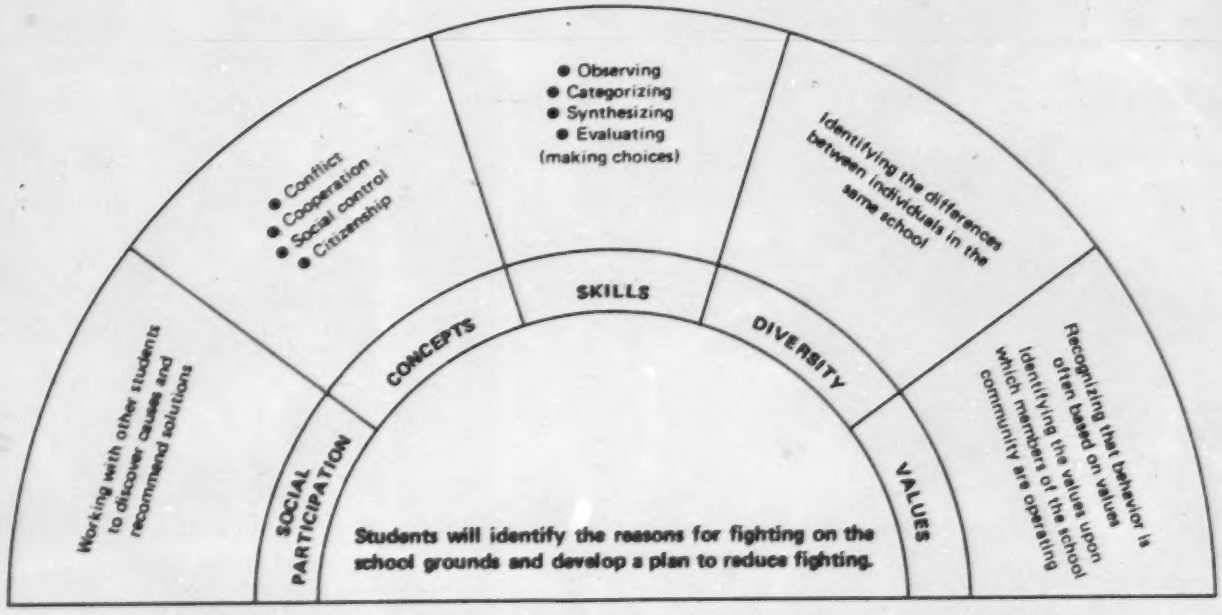

● Observing
● Categorizing
● Synthesizing
● Evaluating
(making choices)
Identifying the differences between individuals in the same school
Recognizing that behavior is often based on values
Identifying the values upon which members of the school community are operating
● Conflict
● Cooperation
● Social control
● Citizenship
Working with other students to discover causes and recommend solutions
SKILLS
CONCEPTS
DIVERSITY
SOCIAL PARTICIPATION
VALUES
Students will identify the reasons for fighting on the school grounds and develop a plan to reduce fighting.

Fig. 2 INTEGRATION OF GOALS – Illustrative Instructional Example: Grades Four Through Six

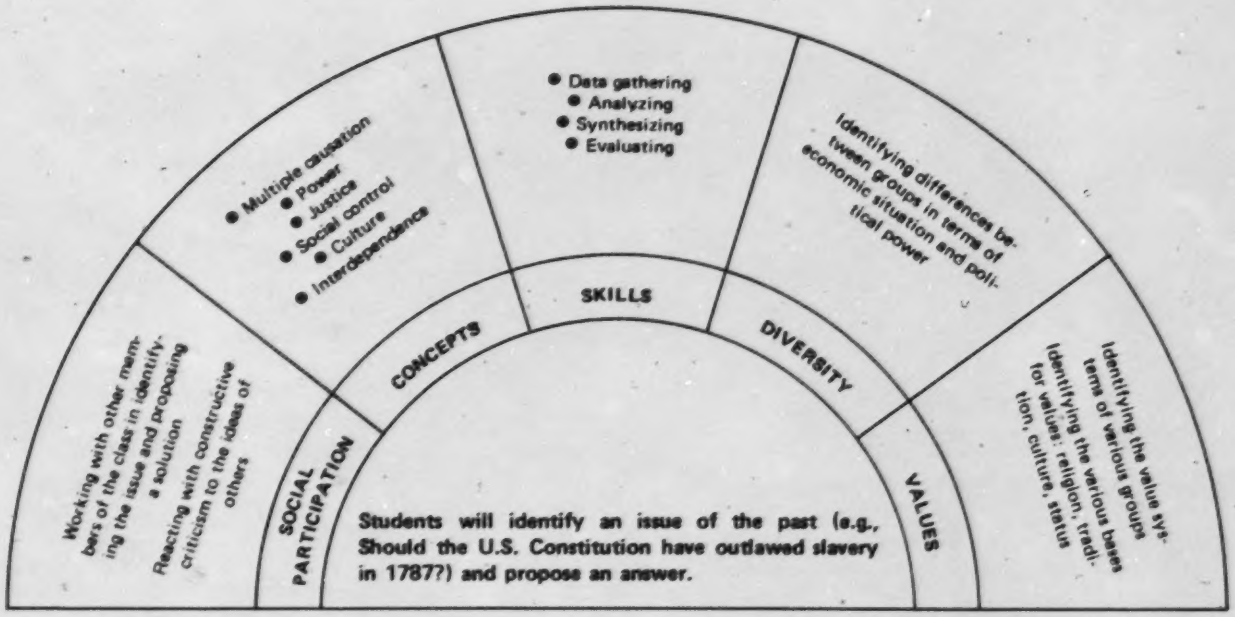

Data gathering
Analyzing
Synthesizing
Evaluating
Multiple causation
Power
Justice
Social control
Culture
Interdependence
Identifying differences between groups in terms of economic situation and political power
Working with other members of the class in identifying the issue and proposing a solution
Reacting with constructive criticism to the ideas of others
Identifying the value systems of various groups
Identifying the various bases for values: religion, tradition, culture, status
SKILLS
CONCEPTS
DIVERSITY
SOCIAL PARTICIPATION
VALUES
Students will identify an issue of the past (e.g., Should the U.S. Constitution have outlawed slavery in 1787?) and propose an answer.

Fig. 3 INTEGRATION OF GOALS – Illustrative Instructional Example: Grades Seven and Eight

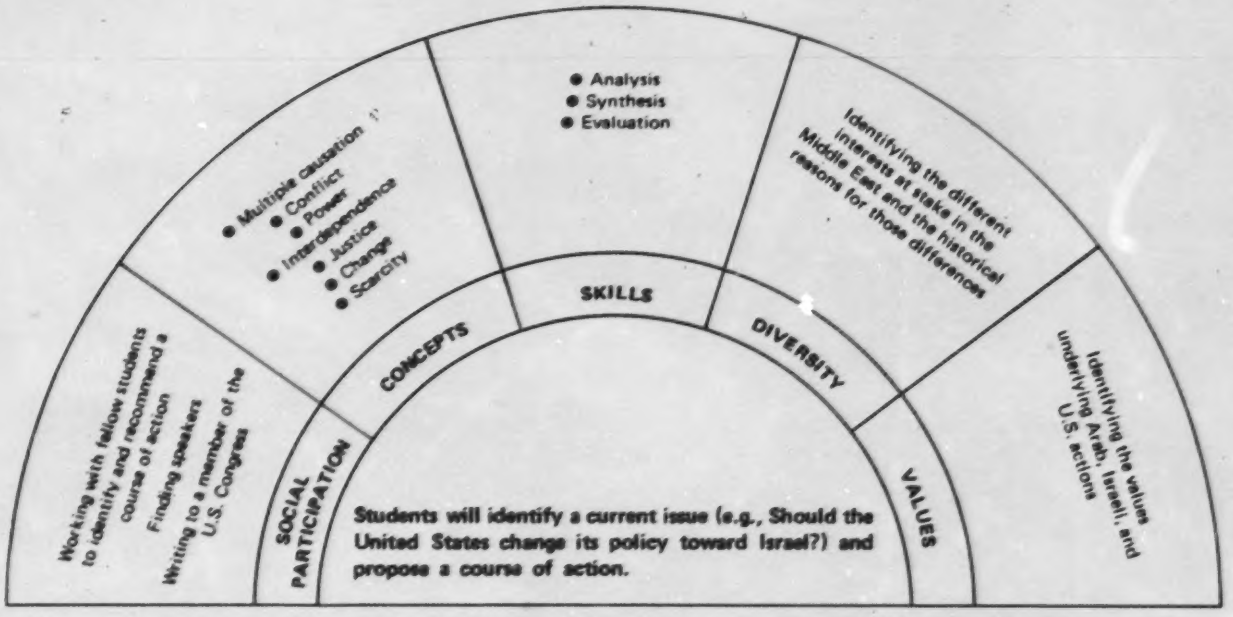

Analysis
Synthesis
Evaluation
Multiple causation
Conflict
Power
Interdependence
Justice
Change
Scarcity
Identifying the different interests at stake in the Middle East and the historical reasons for those differences
Working with fellow students to identify and recommend a course of action
Finding speakers
Writing to a member of the U.S. Congress
Identifying the values underlying Arab, Israeli, and U.S. actions
SKILLS
CONCEPTS
DIVERSITY
SOCIAL PARTICIPATION
VALUES
Students will identify a current issue (e.g., Should the United States change its policy toward Israel?) and propose a course of action.

Fig. 4 INTEGRATION OF GOALS – Illustrative Instructional Example: Grades Nine Through Twelve

Conclusion

The central purpose of social sciences education is to develop responsible citizens who will in turn preserve and continue to advance progress toward a just society.

The suggestions offered to teachers, leaders in curriculum development, school administrators, and members of school district governing boards are clear. Nothing short of educating young people to become active participants in advancing civilization toward an ever-widening participation of all its members in the processes of disciplined, responsible consent can be looked upon as an adequate goal for social sciences education in kindergarten and grades one through twelve.

The social sciences have gained recognition as collectively constituting a discipline of responsible consent. In this definition the terms *discipline* and *responsible* are central. The aim of this discipline is to provide the student with the understandings and skills to use and to value the processes of evidence, reason, and judgment. The skills of the discipline have been determined to be the intellectual, work-study, valuing, and social participation skills. The body of content has been determined to be interdisciplinary and disciplinary concepts and values.

Responsible citizens are those who act with knowledge and deep commitment. They serve as models for those citizenship characteristics that give direction to the selection of goals, objectives, programs, practices, teachers, and allied personnel.

So that this framework may influence education in California, implementation of its recommendations is essential. Assistance will be provided by the California State Department of Education in facilitating the development of an implementation document in which the content of this framework will be expanded to make its statements clearly functional for the classroom teacher. Among those

aspects of this document for which expansion is needed are the following:

1. Discussion of optimal learning conditions
2. Varied methodological approaches and criteria for their selection and use
3. Advice on effective patterns of staff development and facilitation of programs of inservice education
4. Discussion of the processes of curriculum revision and implementation, with stress on the essential involvement of students, parents, teachers, and other educators
5. Assistance with the processes of evaluation that would be effective in implementing the goals of this framework

To function effectively in society, the individual needs the skills of acquiring and validating knowledge.

Appendix

Illustrative Example of the Implementation of the Social Sciences Framework in Terms of a Social Science Discipline – Economics

The purpose of this section is to show how the goals and parameters of the social sciences framework may be implemented in terms of individual social science disciplines. The illustrative discipline chosen is economics. Because of space limitations, only two settings are used, and the illustrative development is necessarily sketchy.

The relationships of the illustrative content and setting to framework goals are identified by the placement of the related goal–specified by a key word or phrase–within parentheses ( ) and in *italics* immediately following the particular setting component or content element. The relationships of setting to content are identified similarly by the placement of the related content elements in parentheses immediately following the setting component to which they are related.

Note that, as the framework is implemented in other social sciences, interdisciplinary integration can occur through the commonality of the relationships between the content elements of each discipline and (a) framework goals and interdisciplinary concepts; and (b) settings.

Kindergarten Through Grade Three

I. *Area of study:* The Family Unit

II. *Setting:* Interdependence for Economic Survival and Well-Being

In this setting a variety of family structures will be explored; commonalities and differences among families will be identified; and the different ways in which family members work together and depend on each other for economic survival and well-being will be studied.

III. *Economics content relevant to setting* (illustrative only):

A. *Concepts:* division of labor, specialization, productivity, economic interdependence *(Goal I: cooperation; scarcity; resources; technology; diversity; decision making and choice; interdependence)*

B. *Institution:* household

C. *Explanatory relationships:* Division of labor increases productivity and generates interdependence. *(Goal I: interdependence; Goal II: critical thinking skill)*

D. *Terminology:* producer, consumer

IV. *Grade-level objective* (illustrative only):
Students will understand that the division of labor is necessary so that the family may successfully meet its economic needs. But the division of labor necessarily creates interdependence; each family member is held responsible for performing his or her functions efficiently and dependably.

V. *Development of setting* (illustrative only):

A. *Data-generating questions:*

1. What is a family? Are all families alike? *(Goal I: diversity; Goal III: understand/respect differences)*
2. How does your family divide the work to be done? *(Content: division of labor) (Goal II: critical thinking)*
3. What happens when a family member doesn't do his or her job? *(Content: division of labor, productivity) (Goal I: morality, social control, power, citizenship, government and law; Goal IV: values; Goal V: participation in social activities)*

B. *Student activity.* Role-play the consequences that may occur when family members fail to perform their tasks. *(Content: effect of the division of labor on economic interdependence and productivity) (Goal I: social control, government and law; Goal II: self-directing capability; Goal IV: value development)*

Grades Nine Through Twelve

I. *Area of study:* The American Experience

II. *Setting:* The Great Depression and Its Effects on Contemporary Life-Styles
In this setting will be shown how the Great Depression of the 1930s affected the security of individuals and families. The focus is on the solution to the problems of the Great Depression and the effects on the life-styles and attitudes of Americans today.

III. *Economics content relevant to setting* (illustrative only):

A. *Concepts:* business cycle, gross national product, purchasing power, free enterprise, mixed economy, fiscal policy, monetary policy, competition, specialization, role of government in the economy, economic interdependence *(Goal I: interdependence; scarcity; conflict resolution; equality-inequality; government and law; resources; technology; needs)*

B. *Institutions:* banks, banking system, federal reserve system, market and price system

C. *Explanatory relationships:* conditions whereby levels of employment, income, and production are determined in a market economy

D. *Terminology:* investment, consumption, labor force, unemployment, full employment, government regulation, money supply

E. *Data, facts:* statistics on unemployment, gross national product, money supply, government spending levels

IV. *Grade-level objective* (illustrative only):
Students will understand that the patterns of response and the solutions adopted to cope with the economic problems of the Great Depression generated changes in the role of government and laws that have affected our contemporary life-styles.

V. *Development of setting* (illustrative only):

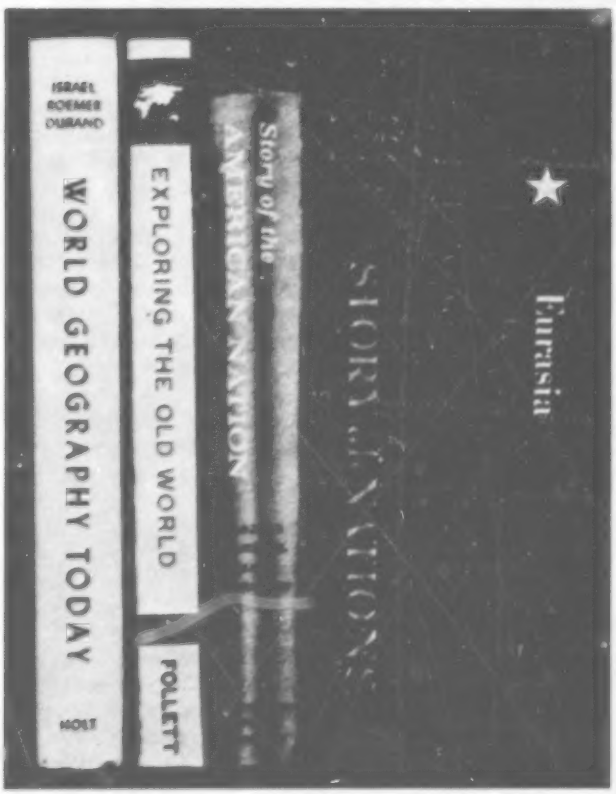
A. *Data-generating questions:*

1. What people were hurt by the depression? How were they hurt? *(Content: unemployment, purchasing power, gross national product) (Goal I: equality-inequality, life-style, dignity of man; Goal IV: societal values)*
2. What are the issues involved in allowing unemployment and poverty to persist among people who are willing and able to work? *(Goal I: values, social control, change, life-style, government and law, power; Goal II: critical thinking; Goal IV: social and personal values) (Content: unemployment, government regulation, fiscal policy, monetary policy, mixed economy)*
3. What might have been alternative ways of solving the problems of the Great Depression? *(Goal II: creative, critical thinking; Goal III: understanding of differences; Goal IV: value development)*
4. How different might our life-styles be today if there had never been a Great Depression? *(Goal II: creative, critical thinking; Goal IV: values)*

B. *Student activities:*

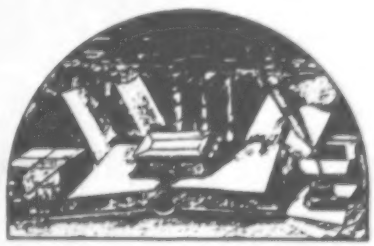
1. Interview persons (e.g., parents, grandparents) who grew up in the Great Depression and report your findings. Compare your present life-style with what it might have been if you had grown up during the Great Depression, especially in terms of your role as a consumer and your future career and job opportunities. *(Goal II: self-directing capability; Goal III: understanding differences; Goal IV: social values)*

2. Explore and evaluate the views of economists (a) who support a less restrained role of government in the economy (e.g., Paul Samuelson); and (b) who support a more restrained role of government in the economy (e.g., Milton Friedman). Write a report outlining your position on the ideal role of government in preventing possible future depressions. *(Content: role of government in the economy) (Goal I: government and law, decision making and choice; Goal II: critical thinking, valuing, self-directing capability; Goal III: understanding and respecting differences; Goal IV: societal values and individual value development)*



Adopted courses of study and instructional materials should reflect the principles of learning ... and the legal and educational requirements of California.

Selected References



Goal I – Interdisciplinary Concepts

Concepts and Structure in the New Social Science Curricula. Edited by Irving Morrisett. West Lafayette, Ind.: Social Science Education Consortium, Inc. (currently located in Boulder, Colorado), 1966.

Handbook on the Legal Rights and Responsibilities of School Personnel and Students in the Areas of Moral and Civic Education and Teaching About Religion. Sacramento: California State Department of Education, 1973.

The Social Sciences and History. American Council of Learned Societies and the National Council for the Social Sciences. Washington, D.C.: The National Council for the Social Sciences, n.d.

[Proposed] Social Sciences Education Framework for California Public Schools: Kindergarten and Grades One Through Twelve. A report of the Statewide Social Sciences Study Committee to the State Curriculum Commission and the California State Board of Education. Sacramento: California State Board of Education, 1968.

Social Studies Framework for the Public Schools of California. Prepared by the State Curriculum Commission. Sacramento: California State Department of Education, 1962.

Goal II – Social Sciences Skills

Black, Max. *Critical Thinking* (Second edition). Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1952.

Effective Thinking in the Social Studies. Edited by Jean Fair and Fannie R. Shaftel. Thirty-seventh Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1967.

Selected Items for the Testing of Study Skills and Critical Thinking. Edited by Horace T. Morse and George H. McCune and revised by Les Brown and Ellen Cook. Washington, D.C.: National Council for the Social Studies, 1971.

Taxonomy of Educational Objectives: The Classification of Educational Goals–Handbook I: Cognitive Domain. Edited by Benjamin S. Bloom. New York: David McKay Company, Inc., 1956.

Goal III – Diversity*

"Asian American Ethnic Criteria." A task force report to Satellite III of the California Social Sciences Framework Committee, November, 1973.

"Black American Ethnic Criteria." A task force report to Satellite III of the California Social Sciences Framework Committee, November, 1973.

"Chicano Ethnic Criteria Materials." A compilation of materials submitted to Satellite III of the California Social Sciences Framework Committee from many sources.

"Jewish American Ethnic Criteria." A task force report to Satellite III of the California Social Sciences Framework Committee, November, 1973.

"Native American Ethnic Criteria Materials." A compilation of materials submitted from many sources to Satellite III of the California Social Sciences Framework Committee.

"Religious Studies in the Social Sciences." A task force report to Satellite III of the California Social Sciences Framework Committee, November, 1973.

Goal IV – Social Values

Handbook on the Legal Rights and Responsibilities of School Personnel and Students in the Areas of Moral and Civic Education and Teaching About Religion. Sacramento: California State Department of Education, 1973.

Humanities and the Social Sciences. Bulletin Number 44. Edited by Thomas F. Powell. Washington, D.C.: National Council for the Social Sciences, 1969.

Kohlberg, Lawrence. "Moral Development and the New Social Studies," *Social Education*, XXXVII (May, 1973), 369–75.

Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. *Taxonomy of Educational Objectives: The Classification of Educational Goals–Handbook II: Affective Domain.* New York: David McKay Company, Inc., 1964.

Values and Youth. Teaching Social Studies in an Age of Crisis Series, Number 2. Edited by Robert D. Barr. Washington, D.C.: National Council for the Social Studies, 1971.

Goal V – Social Participation

Bringing the World into Your Classroom: Gleanings from Glens Falls. Curriculum Series, Number 13. Edited by Mary Renaud. Washington, D.C.: National Council for the Social Studies, 1968.

Gardner, John W. *Self-Renewal.* New York: Harper & Row, Publishers, Inc., 1964.

Goals for Americans. Report of the President's Commission on National Goals. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960.

Robinson, Donald W., and others. *Promising Practices in Civic Education.* Washington, D.C.: National Council for the Social Studies, 1967.

Teaching About Life in the City. Forty-second Yearbook of the National Council for the Social Studies. Edited by Richard Wisniewski. Washington, D.C.: National Council for the Social Studies, 1972.

*Note: All the materials identified in this section can be obtained at cost from the Social Sciences Consultant, Office of the Los Angeles County Superintendent of Schools.

Frameworks Available from Department of Education

The Social Sciences Education Framework for California Public Schools is one of a series of curriculum frameworks adopted by the State Board of Education that are available for purchase from the Department of Education.

The other frameworks, with date of publication and selling price, are as follows:

Art Education Framework (1971) $.50
Bilingual-Bicultural Education and English-as-a-Second-Language Education: A Framework for Elementary and Secondary Schools (1974) $1.10
Drama/Theatre Framework for California Public Schools (1974) $1.05
English Language Framework for California Public Schools (new edition to be published in 1976)
Foreign Language Framework for California Public Schools (1972) $.50
Framework for Health Instruction in California Public Schools (1972) $.50
Mathematics Framework for California Public Schools (1975) $1.25
Music Framework for California Public Schools (1971) $.50
Physical Education Framework for California Public Schools (1973) $.50
Framework in Reading for the Elementary and Secondary Schools of California (1973) $1.25
Science Framework for California Public Schools (1970) $.50

Orders should be directed to:

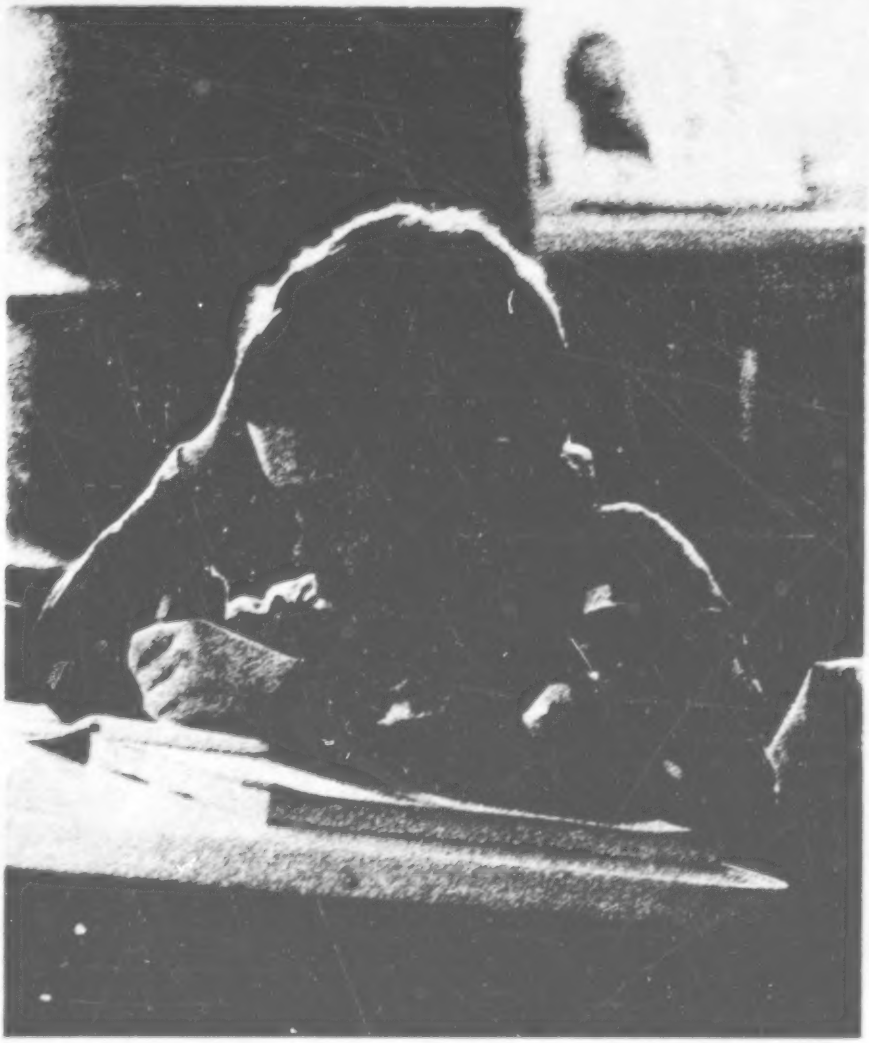
California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies. Six percent sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

89-130 (1819 and 420) 80895 and 87643—300 11-75 40M

"We must be willing to walk avenues to a human frontier that will help us uncover for ourselves and our children the mysteries of the social sciences just as we uncovered the mysteries of the atom and the moon." – Wilson Riles



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